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ABSTRACT

This study describes the impact of certain state-mandated beginning teacher programs on the transition from student to teacher. Program impact was considered at a number of levels: ideological/societal, institutional, instructional, and personal. Sixteen beginning teachers in two states with mandated induction programs were studied throughout their first year of teaching. Also included in the study were the experienced teachers, administrators, and other persons working with these teachers as part of the induction programs. The research was conducted by interviews, journal entries, and classroom observations. Attention was also given to institutional and societal factors through the use of extensive interviews, content analysis of documentation related to the induction program, and non-participant observations. Analyses revealed a significant impact for these programs, not only on the experiences of the first-year teachers but also on the professional lives of the others who participated in the programs. Analyses of program features that seemed to contribute to a positive first-year experience were identified. Recommendations are offered for the future based on the findings from this study in terms of improving the quality of induction programs. An 11-page list of references, a teacher induction study analysis scheme, and samples of the instruments used in the survey are appended. (Author/JD)

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TEACHER INDUCTION STUDY: A FINAL REPORT OF A DESCRIPTIVE STUDY

James V. Hoffman, Gary A. Griffin,
Sara A. Edwards, Margaret O. Paulissen,
Sharon F. O'Neal, Susan Barnes, and
Deborah A. Verstegen

Report No. 9063

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James V. Hoffman, Program Director

December 1985

Preface

This study of beginning teacher programs and their effects is the third in a series of studies of 'Clinical Teacher Education' conducted by the Research in Teacher Education (RITE) program area of the R&DCTE at the University of Texas-Austin. In its focus, it provides the 'missing link' between the first study that examined the pre-service experiences of student teaching (Griffin, Barnes, Hughes et al., 1983) and the second study that explored continuing professional growth in the context of effective staff development at the inservice level (Griffin, Barnes, O'Neal et al., 1983).

The study reported in this document is particularly important given the flurry of activity at the policy level in recent years over programs for beginning teachers. We believe that the findings from the study should be of interest and help to those who are responsible for planning, implementing and evaluating such programs.

As with most studies of this magnitude there are numerous individuals and organizations that are deserving of our gratitude for their assistance and cooperation. First and foremost, we extend our gratitude to the beginning teachers who agreed to 'be studied' while going through their first year of teaching. Also, to all of the experienced teachers and administrators (at the school, district, and state levels) who took time from their busy schedules to work with us, we offer our thanks. The commitment of these individuals to improving the quality of teacher education is evidenced by their enthusiastic participation in the study.

The names that appear on the cover page of this report represent a point in time and space that spanned a three year period at the Texas R & D Center. Through adversity and opportunity the RITE research group worked together to complete a study that offers important considerations for working with beginning teachers.

James V. Hoffman, Principal Investigator
January, 1986

Abstract

The Teacher Induction Study was an effort to describe the impact of certain state mandated beginning teacher programs on the transition from student of teaching to teacher. Program impact was considered at a number of levels through the research design: ideological/societal, institutional, instructional, and personal. The study was a policy into practice inquiry using recognized evaluation techniques. Sixteen beginning teachers in two states with mandated induction programs were studied throughout their first year of teaching. Also included in the study were the experienced teachers, administrators and other personal working with these first year teachers as part of the induction programs. The study investigated participant perceptions of how induction programs are enacted at various levels of decision and action. The personal characteristics of participants were described using several quantitative instruments. The impact of the induction programs over time was examined at the personal level through certain quantitative instruments, interviews and journal entries. At the instructional level impact was measured through classroom observations, interviews, and journal entires. Attention was also give to institutional and societal factors through the use of extensive interviews, content analyses of documentation related to the induction program, and non-participant observations. Analyses revealed a significant impact for these programs not only on the experiences of the first year teachers but also on the professional lives of the others who participated in these programs. Analyses of program features that seem to contribute to a positive first year experience were identified. Other factors, particularly related to the "screening" functions of these programs, were not found to be particularly effective. Recommendations are offered for the future based on the findings from this study in terms of improving the quality of induction programs.

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TEACHER INDUCTION STUDY: A FINAL REPORT OF A DESCRIPTIVE STUDY

Section 1: Introduction

The Research in Teacher Education (RITE) program area at the Research and Development Center for Teacher Education engaged in a year long descriptive study of state mandated beginning teacher programs and their effects on the induction of beginning teachers into their respective work places. Findings from this study are reported here.

Statement of the Problem

Findings from previous research on beginning teachers, a predicted shortage of qualified teachers (especially in certain subject areas), and a national concern regarding the qualifications of newly certificated teachers raise a multitude of questions regarding teacher induction.

In an NIE-supported study of induction programs for beginning teachers McDonald (1980) reviewed problems of the beginning teacher, difficulties associated with entry into teaching, apparent or perceived lack of congruence between preservice and inservice teacher education programs, and programs designed to help beginning teachers. McDonald concluded with a recommendation that a research priority be placed upon the study of beginning teachers. McDonald and his colleagues are among many researchers and teacher educators who have considered the issues associated with the induction period of teaching (Ryan, 1970, 1974; Bolam, McMahon, Davis & McCabbe, 1977; Tisher, 1978; Lortie, 1975). In short, all agree that the transition from preservice teaching to inservice teaching is in need of greater research attention.

The National Center for Education Statistics estimated that the demand for new teachers between 1986 and 1990 should reach 197,000 per year while the number of people entering college to prepare themselves for a career in education has steadily diminished (Feistritzer, 1983). A shortage of teachers is imminent. Keeping new teachers in teaching may therefore be critical to the state of schooling. An examination of how beginning teachers are inducted into their respective schools and school systems provides research-based information regarding the development of competent professional teachers.

A national concern exists regarding the qualifications of new teachers. The National Commission on Excellence in Education (1983) suggested that new teachers are not as well qualified as those trained in previous years. Due to low salaries, reduced status for teachers, and limited preparation in "subject matter" courses, the best and the brightest college and university students are not being drawn into teacher education programs. New teachers may be in need of more formal assistance than has heretofore been provided. In order to provide more effective assistance, school districts employing new teachers need knowledge-based guidelines derived for assessment purposes, guidelines which apply to all new teachers, not just those judged to be less than well-prepared. Findings from this study of the induction of beginning teachers could contribute to the development of such guidelines.

State departments of education are formulating policies regarding how new teachers are to be assessed and/or assisted. There is a variety of approaches to these policies ranging from precisely stated expectations for teaching behavior to more broadly conceptualized ways that new teachers can be helped to become competent professionals (Griffin, 1983; Zeichner, 1983). These policies, planned and in progress, are expected to be translated into practice at system, school, and classroom levels of activity. It is important to understand the phenomenon of policy to practice in relation to the induction of beginning teachers.

This study provides answers to many questions regarding the transition into the teaching profession. The answers to these questions may be useful in the development of guidelines for both state departments and school districts wishing to attract and maintain a quality teaching work force.

Rationale

Prior research regarding new teachers and their transition into the role of teacher has tended to be problem-focused at the personal level. That is, attention was focused on the perceptions of the new teachers themselves regarding the difficulties associated with assuming the teacher role. These studies have helped both researchers and practitioners become more sensitive to the complexities related to becoming a teacher. Research and observation of practice have verified the need to better understand those complexities and to formulate means to assist new teachers in dealing with them.

A current policy and practice question in the United States is how to deal with the issues surrounding the first years of teaching. This question can be viewed from the perspective of the new teacher him/herself, the institution wherein the new teacher begins a teaching career, the societal views about what teaching is and/or should be, the educational experiences and personal orientations considered desirable for new teachers, the degree to which state and local agencies should develop programs to assist and/or assess the competence and qualifications of new teachers, and others. In short, there is national, regional, local, and individual/personal concern about who enters the teaching force and how those persons who elect to be teachers go about assuming important societal and cultural roles.

There appears to be a move on the part of state policy making bodies to mandate programs aimed at beginning teachers. The most common rubric for these programs is "induction programs," the assumption being that young men and women are entering a work force that, by the nature of its place in the larger social fabric and the complexity of its responsibilities, requires the focused attention of state and local administrators. This attention seems to take two forms: assessment and assistance. In the former, the induction program is a means to secure information regarding competence according to some specified criteria in order to make decisions regarding retention or dismissal. In the latter, the induction program provides resources to new teachers in the belief that the resources will help them to improve their teaching. Although these two points of view, assessment and assistance, are seldom found in their pure forms, they do provide a means to draw distinctions among induction programs.

At issue is what effects these programs have upon participants, new teachers and those others who are charged with working with them, and upon school systems, schools, and classrooms. The study reported here examined two state mandated induction programs in order to describe their intentions, implementation processes, and effects.

It is important to acknowledge that this study was defined by and limited to induction programs. It was not an attempt to understand the issues confronting new teachers generally. RITE defines induction as the process of transition from student of teaching to teacher. The definition of induction program is a systematically planned and implemented process conducted during the first year of teaching and directed toward stated outcomes. It is the second definition that has guided the research reported here.

A number of reasons can be advanced to support a study of induction programs. Already mentioned is the set of current policy and practice activities among the 50 states. There is an apparent interest on the parts of state legislators and state level departments of education officials in designing programs to ensure quality education, defined variously, in schools and classrooms. That interest is being translated into programs of action, often with a limited knowledge base to guide the translation process.

It has been estimated that more than 900,000 new teachers will be needed in the United States during the next decade. An increase in the birth rate, combined with the dual phenomenon of fewer persons entering teacher education programs and greater numbers of teachers leaving active service, has led the nation to a teacher shortage. The interaction of these demographic and professional phenomena suggests the need to develop an understanding of teacher induction programs, what works and what doesn't, so that the large numbers of teachers who are expected to enter the nation's schools can be provided sound guidance and retained in elementary and secondary classrooms.

There are many Americans who can remember the problems faced by schools during the 1950s when large numbers of students entered schools and there were insufficient numbers of teachers to meet them. The consequence of this imbalance of students and teachers was a rush to ill-conceived and often disastrous means to redress the "teacher shortage." Crowded classrooms, poorly prepared (or not prepared) teachers, inadequate curriculum implementation, and a host of other problems were made dramatically present to students, teachers, and the public. In short, there was little guidance available to school officials or new teachers in terms of making the sometimes dramatic and always complex transition into teaching. Although the 1950s and the current times are sharply different on many important social, cultural, and economic dimensions, we would argue that we are, as a nation, as underprepared now to deal with an infusion of large numbers of teachers in schools as we were 30 years ago.

There is widespread concern regarding the nature and quality of schooling in the nation. Although this concern does not focus specifically upon new teachers, the teachers who enter the schools will be expected to demonstrate that they are capable and competent. The popular magazine articles and the reports from various commissions, foundations, and special interest organizations decrying the so-called "decline" in school quality can be considered as implicit (if not explicit) calls for school improvement generally and teacher effectiveness specifically. One way to respond to those calls for quality is to formulate, monitor, and maintain programs aimed at helping new teachers to be competent in the requirements of teaching. Such a response will be determined in large measure by the knowledge of induction program features, implementation practices, and effects that a study such as this one can generate.

This study of teacher induction programs, then, was justified by (1) considering it as one way to respond to widespread social concern about schooling and teaching, (2) the apparent eagerness of policy makers to promote programs of induction, (3) the relative paucity of knowledge regarding such programs, (4) the lack of information about how policy influences practice, (5) the numbers of new teachers who will be required by the nation's elementary and secondary schools, and (6) the need to understand how induction policy is translated into practice, at what cost, to whom, with what effects.

Research Questions

The following research questions, organized according to four levels of implementation and impact, guided the collection and analysis of data on the programs of induction which were studied.

Ideological/Societal level

With regard to the differences and relationships between and among the states and school districts under study:

1. What are the intentions and goals of each of the state mandated induction programs?
2. How are state mandated program features which relate to assessment articulated? How are those related to assistance articulated? How do they relate to each other? How do they impact one another?
3. With what degree of fidelity do districts carry out the state's requirements for the induction program?
4. How effective are state mandated induction programs in terms of their gatekeeping functions?

Institutional level

With regard to the schools involved in this study:

1. How are the requirements of the state mandated induction programs carried out?
2. What degree of fidelity is there between districts' requirements of the state mandated induction programs and what schools actually do?

Instructional level

With regard to the classroom practices of those teachers involved in the induction programs:

1. Which requirements of the state mandated induction programs under study affect classroom practice?
2. Which context characteristics appear to have an effect on the classroom practice of beginning teachers?
3. Which context characteristics affect the implementation of the state mandated induction programs under study at the classroom level?

Personal level

With regard to the individuals involved in the induction programs:

1. What personal and professional attributes characterize those personnel involved in the state mandated induction programs selected for study?
2. Is the nature of one's participation in an induction program affected-impacted-enhanced given certain personal/professional characteristics?

Overview of Method

This study was a policy into practice inquiry using recognized evaluation techniques. The focus for data collection and analysis was on two states that had recently initiated formal programs of assistance and assessment for beginning teachers. The study also investigated participant perceptions of how induction programs are enacted at various levels of decision and action. The personal characteristics of participants were described using several quantitative instruments. The impact of the induction programs over time was examined at the personal level through certain quantitative instruments, interviews, and journal entries. At the instructional level the impact was measured through classroom observations, interviews, and journal entries. Attention was also given to institutional and societal factors through the use of extensive interviews, content analysis of documentation related to the induction process, and nonparticipant observations.

In Section 2 of this report a review of the research literature relevant to the study is presented. Section 3 contains a detailed description of the methods used in the study. The findings are presented and discussed in Section 4 and in Section 5 conclusions and recommendations are offered.

Section 2: Review of Selected Literature

All experienced teachers entered the field of education at some point as inexperienced teachers. Those who aspire to become "experienced teachers" must begin at the point of their inexperience. Between the points of inexperienced beginner and experienced professional is a little-understood period of transition. To date, research-based knowledge is limited in regard to both the transition phase and the relative quality/efficacy of induction program interventions. At the end of a study of beginning teaching conducted by the Educational Testing Service for the National Institute of Education, McDonald (1980) stated,

> We have little information about how teachers pass through the transition stage, other than to know that some apparently do so successfully, some do not. We have no detailed information on how those people who master the transition period do so. Nor do we have information on how different kinds of assistance or help directly or indirectly influence the teachers' successful mastery of the induction period. (p. 44)

and reported: "Perhaps the most important conclusion of this study is that the problems of beginning teachers have not really been thoroughly studied" (p. 478),

From a review of the literature concerning the issue one might logically conclude that both induction and induction programs are most often considered from some particular perspective rather than from a holistic one. This conclusion is not intended to call into question the findings and points of view in the literature but to present a caveat regarding the format in which the review is presented. This review is organized into four major decision and action vantage points from which induction may be viewed:

(1) the personal level, where the perceptions, characteristics, behaviors, and interactions of the individuals most intimately involved in the induction process are dominant; (2) the instructional level, where the behaviors and interactions taking place within the classroom context--and particularly the context of "doing" teaching--are of central significance; (3) the institutional level, where the organizational influences of the institutions into which the individual is being inducted are the focus of attention; and, (4) the ideological/societal level, at which various social, economic, technological, political, cultural, and legislative influences may impact the induction experience. Each of these levels will be considered in turn. Although this review is organized according to four views, perspectives, or categories which may be used in dealing with the induction of "new" or "beginning" teachers (e.g., those with no prior full-time teaching experience), in reality the classifications are not discrete. Each is one way of "seeing" induction that is related, conceptually or practically, to the others.

Induction Viewed from the Personal Level

A major portion of the research and craft-oriented literature considers beginning teachers from the perspective of factors such as attitude, self-esteem, educational philosophy, and developmental level in their adjustment to the assumption of new professional roles. This perspective assumes a mediating role for these factors in terms of teaching beliefs and behavior. According to Zeichner (Griffin, 1983), "The personal and professional development of beginning teachers is closely related and one cannot understand one without understanding the other" (p. 45). Yet McDonald (1980) reports that "very little is known about the actual dynamics of this transition stage either in terms of the details of what it is like and how teachers go through it or what in their prior experiences helped them to master this phase" (p. 42). This section of the review considers the induction process in terms of individuals' characteristics, reactions, adaptations, and so on, in relation to the organizational identity and processes which they are encountering.

Personal/professional characteristics

One general trend in the research literature links beginning teachers' entry into the profession to their personality traits or personal characteristics (a pattern well-established in the 1950's and 1960's, according to Johnston & Ryan, 1980). The tenaciousness of this perspective is evident in current articles such as "Problems and Self-Concepts of Beginning Teachers," by Sheridan and Pyra (in Castle & Aichele, 1980) that still assume this view in approaching the study of beginning teachers.

Self-confidence or self-esteem

In a recent and intensive study of a small sample of novice teachers, Johnston (1981) found that nine of thirteen teachers interviewed perceived that changes had occurred in their self-confidence. All nine reported that the changes were in a positive direction, that is, they were significantly more confident of themselves as teachers. This contrasts with the often-cited phenomenon in student teaching in which self-esteem may be observed to drop during the course of the semester (see, e.g., the review by Griffin, Hughes, Defino, & Barnes, 1981). However, recent research (Griffin, Barnes, Hughes et al., 1983) with a sample of 93 student teachers found small gains in their self-perceptions, consistent with Johnston's finding.

Also in support of Johnston's finding, Gehrke (1981) identified four key motivating needs expressed by novice teachers: needs for respect, liking, belonging, and competence. Three years after entry into the profession, the teachers reported that their need for respect had less salience than during the first year as perceptions of their own competence were enhanced with increasing amounts of time in the classroom. The first three of these needs appear similar to the category of "self" concerns described by Fuller (1969), which are theoretically expected to abate with increasing experience in the classroom. Blase and Greenfield (cited in Pajak & Blase, 1982) also documented a shift on the part of beginning teachers from preoccupation with self to greater concern for others, but the underlying process associated with this shift is interpreted by them in psychoanalytic terms.

Pajak and Blase (1982), report findings that indicate that beginning teachers enter the classroom with

> a rather grandiose belief that their capacity for influencing others is limitless. They seem almost overwhelmed with a feeling of omnipotence and omniscience...This initial sense of perfection is not unlike the primary narcissism of the infant...(p. 68).

However, they report, with increasing time in the classroom a "sudden shattering of the illusion" (p. 71) is believed to occur as a function of students' failures to meet the new teachers' expectations when students exhibit such misbehaviors as lying, cheating, and so on. In this case, what might appear to be a decrease in teacher self-esteem is view as a desired shift with consequences of functional value.

Educational philosophy and attitudes

Among the earlier work on this topic was that done by Hoy (1969) and Lagana (1970). Hoy, using the Pupil Control Ideology Scale, found that teachers became significantly less humanistic and more custodial over the first year of teaching. Lagana found parallel results with a different instrument, the Minnesota Teacher Attitude Inventory. In this case new teachers' attitudes towards pupils became markedly less favorable over the first four months of the school year before stabilizing. Lagana (1970) concluded that "the personal characteristics a beginning teacher brings to the initial teaching experience are powerful factors which are related to the degree and direction of attitude change" (p.26).

Garrison (1972) presented findings that indicated that the more authoritarian the new teachers were at the beginning of the year, the less they increased along this dimension as the school year passed. Jones and Harty (1980) observed that the number of hours spent in instructional activities by secondary level student teachers was also significantly associated with increasingly custodial classroom ideologies. A degree of cross-cultural validity for the increase in a custodial pupil control ideology was established through the work of McArthur (1980) in Australia, where an initial period of "reality shock" was described, followed by a leveling off of the increase in custodial ideology during the participants' subsequent four years of teaching experience.

A review of other reports related to philosophy and attitudes revealed differences of opinion, if not some contradictions in results. Paschal and Treloar (1979) observed that pupil control ideology could be modified through the educational psychology courses which teacher education students were required to take, but that the modification appeared to be only temporary: three years into their careers, the teachers' original conceptions began to reemerge. Zeichner and Tabachnick (1981) concluded that universities are just as prone to encourage acquiescence and conformity to existing routines as are the public schools, i.e., that the appearance of high levels of progressivism among teacher education students prior to their graduation is a function of their conformity to the campus norm. Hence, when they enter the profession, the young adults are responding in parallel fashion to the new norms which happen to be in the direction of conservatism.

A decline in progressivism or an increase in custodial attitudes need not be equated with a decrease in happiness or satisfaction with teaching, however. In a follow-up study of recent teacher education program graduates, deVoss and DiBella (1981) found that 85 of the 195 teachers surveyed, or 43.6%, rated themselves as being "very satisfied" with teaching in general. They also reported that a total of 23.7% were either "neutral" or "somewhat dissatisfied" with their present teaching positions. One way to interpret these findings is to relate them to Greene and Draveland's (reported by Greene, 1980) observation that teacher satisfaction with assignments was strongly and positively related to their self-ratings of success in those assignments.

Teachers as learners

A growing body of literature suggests that teachers be viewed as adult learners, with learner characteristics assuming greater importance in understanding how acquisition of the teaching role is completed and with what degree of success. McDonald (1980) reports that "beginning teachers appear to go through a series of stages which are developmental in nature" (p. 41), and that there is "probably a strong relationship between how the teacher passes through the transition period and how likely they are [sic] to progress professionally to higher levels of competence and endeavor" (p. 42). In a recent monograph, Christensen, Burke, Fessler, and Hagstrom (1983) document the growing trend of inservice education for teachers to take into account emerging knowledge regarding adult development, and conclude, "Inservice programs that fail to address the intellectual and emotional needs of teachers who participate in them...may actually undermine themselves..."(Foreword). The work of Watts (1980), Fuller and Bown (1975), Burden (1981), Unruh and Turner (1970), Katz (1972), Ryan (1979), Santmire (1981), Oja (1980), and Sprinthall and Thies-Sprinthall (1984) all support the idea of developing specific activities of induction programs from the perspective of the teacher as an adult learner.

Empathy

Research in a variety of people-oriented professions has found that empathy is related to growth, development, or health. Carkhuff (1971) reports that counselors who exhibit high empathic listening skills have more successful therapy outcomes. Similarly, LaMonica (1980) in a study of empathy in nurses reports that more empathic nurses are viewed as more caring and helpful by patients. Another important place where empathy may be an especially important concept is in supervision. Goldhammer's (1969) and Cogan's (1973) descriptions of clinical supervision clearly acknowledge the need for supervisors to consider the thoughts and feelings of the supervisee (e.g., the beginning teacher).

As yet there has been little research examining the role of empathy in supervision in general or as a component of beginning teaching. One step towards the utilization of the construct in educational research, in general, has been taken by Griffin, Barnes, Hughes et al. (1983) in a major investigation of student teaching. They reported that empathy was the most consistent predictor of four different outcome measures applied to the student teaching experience.

Role adjustment

Perhaps the single largest non-instructional issue facing the novice teacher involves the adjustment to his/her newly acquired role. Ryan, Newman, Mager, Applegate, Lasley, Flora, and Johnston (1980) describe this as being a most prominent phenomenon, as do Castle and Aichele (1980). Lacey (1977) reported some of the strategies which new teachers use to adjust to their situations. Many accepted or conformed to the institutional norms which were predominant in the new setting, regardless of the training acquired during preservice teacher education. Some reported "going along with" the norms on a temporary basis, until they felt secure in the new setting. A very few of the new teachers in Lacey's study tried to change the setting.

Petty and Hogben's (1980) study of teacher socialization suggests that teacher socialization appeared to be largely completed by participants before they had begun formal teacher education. The authors concluded that "only when a beginning teacher's fears about his [sic] ability to perform adequately in a classroom have been laid to rest is he...willing to examine what he is doing from the vantage point of the social sciences" (p. 52).

Edgar and Brod (1970, cited in Castle and Aichele, 1980) found that one factor which apparently influenced whether the novice would conform to or try to change the situation was the nature of the new teachers' relationships with "significant others" in the school setting, such as those who evaluated them. Mahan and Lacefield (1978) noted a similar phenomenon regarding student teachers which supports the notion that significant others will influence the socialization process, through the creation of cognitive dissonance in the novitiate. Tisher (1979) observed that "where schools contained an integrated and supportive staff new teachers valued their induction activities and believed they were fully accepted" (p. 10).

Gehrke and Yamamoto's study (1978) on role personalization determined that teachers' dominant needs-disposition (for respect, liking, belonging, or competence) did not change substantially over the first three years of teaching experience. However, their needs-disposition did affect the teachers' choice of behaviors in carrying out their new role. Early in their careers, the teachers chose to demonstrate competence by not asking for help from their peers and by taking control of the students in their classes. By the end of the third year, the teachers presented themselves as innovative and as wanting to try out new things in their classrooms.

It is logical that a novice might be expected to need more assistance than a career teacher, yet be reluctant to ask for it. According to Howsam, Corrigan, Denemark, and Nash (1976), "Many new teachers function in a professional desert, abandoned by the institutions where they received their preservice education and neglected by over-burdened supervisory personnel" (p. 101). Similarly, McDonald (1980) states that "almost all" teachers report that in making the transition from novice to professional they were "on their own" with little or no help available other than what they took the initiative to seek out. He indicated further that "Our goal ought to be to reduce to the absolute minimum the amount of trauma, suffering, and floundering that too many beginning teachers experience" (pp. 47-48).

Induction Viewed from the Instructional Level

The instructional level refers to classroom interactions among students and teachers, characterized by a high degree of situational specificity. Yet there is generally little research available to document either the teaching demonstrated by beginning teachers, or their own perceptions of professional adequacy. Also, the great majority of available material is problem-focused. For ease of discussion, the conventional distinction between instructional management and/or teaching skills, versus classroom or behavior management, will be observed.

Entry-level teaching skills

Johnston and Ryan (1980) concluded from their review of the literature that research has identified four common problem areas for beginning teachers: planning and organization, evaluation of students' work, motivation of students, and adjustment to the teaching environment. The work done by Ward and colleagues at the Far West Laboratory for Educational Research and Development, as part of the Beginning Teacher Evaluation Study, highlighted as many as 61 variables along which "more" versus "less" effective beginning teachers could be discriminated (see the methodological summary provided by Berliner & Tikunoff, 1976).

Adams (1982), working from a model proposed by Sandefur (1982), reported both psychological and behavioral data on beginning teachers through the Teacher Preparation Evaluation Program (TPEP). Some systematic differences in orientation (subject-oriented versus student-oriented) across elementary and secondary teachers were observed consistently over time. Observational data revealed major shifts occurring between the first and third years of teaching. Increases in organized and systematic behaviors, affective teaching behaviors, and surgent/stimulating teaching behaviors were reported. Adams concluded that it was generally apparent that teachers had the most difficulty in their first year in the classroom. Informal interview responses revealed new teachers often had been given the least desirable teaching assignments. Also, the teachers reported that problems with parents and building administrators increased steadily over several years.

In a study which investigated whether desirable teaching skills are mastered on-the-job rather than at the teacher preparation institution, Pigge (1978) provided teachers with lists of 31 competency areas (generated by the faculty at his teacher education institution), each of which they were to rate on four dimensions: the need for that competency in teaching, their estimation of personal proficiency on that competency, the degree to which they made use of that particular competency during the year, and where that proficiency had been developed (on the latter rating form, choices included "not developed," "developed at the university," "developed through work experience," "through inservice experiences," and "through independent study"). Among the findings were these: teachers ranked maintaining order in the classroom as their top priority, and they rated themselves between "adequate" and "more than adequate" on the dimension. Teachers rated themselves as most proficient in their ability to utilize audio-visual equipment, but considered this fifth in the list of priorities. Teachers rated the ability to individualize instruction between the third and fourth rank, but felt this was 12th in terms of their proficiency, which Pigge points out might indicate a need for better preparation. In general, there was a positive .74 correlation between the ranks of needs for competencies and the teachers' self-rated proficiency; however, there was a -.20 correlation between the ranks of needs and the rating, "developed at the university." Thus, it seemed that "teachers gave the university more credit for developing proficiencies in less needed areas than in high need areas" (p. 72).

Johnston (1981) also studied first-year teachers' perceptions of changes in their own performances over the year. Four of the 13 teachers felt they were able to give more individual attention to students needing help than before. Also, all of the teachers in Johnston's study reported being surprised by the amount of time and energy required for preparing their lesson plans and materials at the start of the year. By the end of the year, however, all but one reported having become more efficient or able to spend less time in the planning mode than before.

Earlier work by Broadbent and Cruickshank (1965) found that the situations, "students not willing to work," "not knowing how to deal with reading problems," and "differentiating instruction among the slow, average and gifted children in class" were rated as being among the ten most frequently encountered problems by the beginning teachers (ranked second, third, and tenth, respectively). Four of the remaining top ten problems fell primarily within the realm of classroom management or discipline, and will be discussed later.

In a similar study, McEwing (1981) asked six groups (students entering the teacher education program, student teachers, cooperating teachers, university supervisors, graduates of the College in teacher education, and supervisors of graduates from the College) to rank each of 27 skill area statements twice, first in terms of perceived importance and second in terms of perceived skill mastery. Three groups ranked their own mastery of the skills (teacher education students, student teachers, graduates of the College); the remaining three rated specific individuals under their supervision (e.g., the cooperating teachers responded in terms of the achievement of their current student teachers). The instructional management skills perceived to be among the ten most important were:

recognizing student instructional needs; acquiring the knowledge base for school subject taught; assisting students to develop effective study habits; improving students' reading skills; and, planning instruction to achieve objectives.

A descriptive study of new teachers' skill in instructional management was conducted by Fogarty, Wang, and Creek (1982). Stimulated recall data of three experienced and five novice teachers regarding small group instruction which they had conducted were compared in relation to the following four research questions: (1) Describing differences across the two groups in their reports of cue influence during interactive instruction (i.e., did behavioral signals from the students, indicative of a problem with the task at hand, lead to teacher decision-making?); (2) what kinds of teacher actions were evoked by the cues and the attendant decisions?; (3) what goals did the teachers choose to pursue through their actions?; (4) what was the nature of possible associations between categories of pupil cues and teacher actions? Both novice and experienced teachers reported having attended to the same number of cue categories in the classroom. However, experienced teachers used twice as many kinds of instructional actions and considered a greater number of instructional goals than the first-year teachers. Experienced teachers also exhibited more complex associations between cue categories and action categories. Finally, new teachers were less likely to incorporate spontaneous student input into the lesson, and attended more often to cues from individuals than from whole groups while instructing than did the experienced teachers.

Two general conclusions may be offered about the adequacy of beginning teachers' skills at the time of entry: first, relatively little research has been conducted in the classroom (as opposed to surveys and self-reports), and second, using what research has been done, teachers are not necessarily fully prepared for the first year of teaching when they receive certification. The latter conclusion holds, of course, only if it is assumed that there should be few differences between new and experienced teachers. Lortie (1975) noted that: "The beginner becomes fully responsible from the first working day and performs the same tasks as a twenty-five year veteran." Yinger (1983) argues that teachers can only become proficient in managing the "uncertain practical problems" posed by teaching, through "doing" teaching by themselves (as opposed to studying teaching, observing teaching, and so on). McDonald (1980) echoes this sentiment: "Educators maintained that learning to teach in classrooms must be thought of as more than a craft to be mastered by an 'apprenticeship of observation'" (p. 6). Those areas which teachers, teacher educators, and researchers seem to have identified as likely ones for more extensive preparation include planning and organization, pupil evaluation, pupil motivation, teacher adjustment to the new role, individualization of academic tasks, and communication skills for use with other adults found in the school setting, particularly parents and administrators.

Classroom management

The largest number of articles and research reports found pertained to classroom management by beginning teachers. Broadbent and Cruickshank (1965) found through their survey of beginning teachers that the problem ranked number one was "handling the constantly disruptive child." Five of the other problems ranked in the top ten could also be construed as falling under the domain of classroom management: "students not willing to work," "not knowing what to do with students who finish early," "having children maintain quiet while working independently," "integrating the isolated, disliked child," and "having students see the relationship between undesirable behavior and the consequences." Similarly, McEwing's (1981) survey data indicated that "managing student discipline and interaction" was perceived to be the most important skill needed for teaching.

In contrast, deVoss and DiBella's (1981) survey of recent graduates who had entered the teaching profession found that nearly one-third (28.1%) said that they had no real trouble with student discipline; 61.7% reported that they only had occasional problems with classroom discipline; and, 10.2% indicated having many problems with discipline.

Noting the prominence of discipline as a self-reported theme in the lives of first-year teachers, Johnston (1981) found that eight of the 13 teachers in his sample reported changes in their reactions to discipline problems. Three indicated that they utilized fewer disciplinary measures by the end of the school year. The remaining five indicated that they had become faster to react to student behaviors which could generally be termed "off-task," and that they reacted to more kinds of student behaviors (e.g., broadened their personal definition of "off-task" behaviors) by the end of the year.

Riley (1979), in a study of secondary level first-year vocational teachers, found that:

> Discipline problems were reported by the first-year teachers as being frequent in occurrence and critical in nature and can be categorized as follows:
>
> 1. Classroom assignment
> 2. Disruptive personal habits
> 3. Equipment safety
> 4. Interpersonal conflict

5. Mainstreaming of slow learners
6. Mischievous actions
7. Racial misunderstanding (p. 5)

Riley compared the kinds of solutions which first-year teachers reported having used most frequently to resolve the problems with solutions recommended by "experts" at fourteen different teacher education institutions. The last strategy which the experts reported they would use was the second one which the first-year teachers reportedly relied upon to address discipline problems. Also, over half of the teachers in Riley's sample indicated a felt need for more training in dealing with discipline problems, as well as with proactive behaviors such as establishing and enforcing general rules of conduct.

Pigge (1978) also found that beginning teachers ranked the competency, "ability to maintain order in a classroom and to assist students in the development of self-discipline," first out of all possible competencies. The teachers reported that of the possible choices, the work-place was ranked number one as the place where the needed proficiency was developed. (The teacher education institution was ranked 26th.)

Thus, it seems that many beginning teachers have some difficulty with and some concern about classroom management. Furthermore, there is evidence to indicate that teachers believe they have not received as much preparation and/or practice opportunities in the area of classroom management as they would like.

Induction Viewed from the Institutional Level

The fact that teachers are working in schools means that certain contextual and organizational variables unique to the institution will influence the actual and perceived nature of the beginning work experience.

Certain school situations may generate certain kinds of problems for the beginning teacher while other situations may facilitate successful transition. Among the school-based regularities which one might be expected to discover during induction are these: how to interact with other adults in the setting; how to interact with community and organized parent groups as well as individual parents; how to manage noninstructional duties; and how to discover and/or cope with other constraints (physical facilities of the school, informal rewards and norms, budgetary considerations, provision for staff development, etc.). Little literature and research directly related to these questions was located for this review.

One study by Newberry (1977, and reviewed by Johnston and Ryan, 1980) examined what teachers knew about the events occurring in other teachers' classrooms in the school building, and how they had found out what they knew. Beginning teachers were reported to rely upon relatively indirect, unobvious information sources such as nonverbal reactions of more experienced colleagues, materials being carried by them, and the like, for learning about events in other classrooms.

In suggesting directions for further research on teacher induction, Tisher (1979) asked,

> What impact do different types of school environments have upon the induction experiences of different types of beginning teachers? What are the relationships between beginning teachers' latent culture and features of the school environment including its organizational [sic] characteristics, staff collaboration and morale and collegiate professionality? (p. 10)

One step in this direction has been taken by Villeme and Hall (1980). Their findings suggested that the socialization process in a particular type of school setting can effect change in the new teacher's attitude, about the teacher's role, in the direction of "fit" with the environment in which the teacher operates. Furthermore, Tabachnick, Popkewitz, and Zeichner (1980) speculate that the university training of the teacher, may, in fact, facilitate and encourage the development of behaviors and ideologies congruent with the conservative procedures of the school. Zeichner (1983) also cites several others (Bartholomew, 1976; Giroux, 1980; and Greene, 1978) to support the contention that the effect of the university is supportive of existing patterns in the school.

Related to the lack of understanding of the institutional level impact upon new teachers, Haberman (1982) specifically urges a broader understanding of the process of entrance into the profession: "The essential problem with the 'problem' literature is that it does not make a comparative analysis against beginners or experienced practitioners in other fields" (p. 52). He suggests that researchers may be missing the simplest, most elegant explanation for the central issues of induction: "Beginners take jobs...And most jobs...are rarely the satisfying, self-fulfilling, socially recognized roles we would like them to be" (pp. 949-50).

Greater understanding of teacher induction can be enhanced by knowing how the school (particularly its administration) responds to the new teacher. One study examined the value which beginning teachers retrospectively placed upon inservice experiences during their first three years of teaching (Arends, 1982). Arends reports that the teachers (contacted at the end of the first year and again at the end of the third year) found local college personnel and local administrators or curriculum specialists (e.g., those primarily responsible for their inservice training) to be least preferred as inservice trainers. The further away from their schools that the training was provided, the more likely the teachers were to report themselves satisfied with it and the more applicable they saw it to their teaching. The teachers also reported that the most useful types of inservice provided were those which were either practical and situation-specific or highly individualized in nature.

Regarding how the school might respond to new teachers, Lewis (1979) has made several recommendations intended to facilitate more successful induction: reduced workload, provision of released time, opportunities for interactions with peers, opportunities to observe experienced peers, and provision of a formally assigned mentor.

Induction Viewed from the Ideological/Societal Level

That the transition process is impacted by economic, technological, political, cultural, and legislative factors in the society is nowhere questioned; however, research investigation of that impact, whether descriptive or interventionist, is most conspicuous by its paucity. References to this level appear almost parenthetically in some studies, e.g., "the investigators became more and more persuaded of the importance of the political context in which programs operate and of their vulnerability to political and practical exigencies" (Elias, Fisher, & Simon, 1980, p. 24). And from other studies, directionality if not magnitude may be inferred, for example, Villeme and Hall (1980) suggest that the socialization process in a particular type of school setting can affect change in the new teacher's attitude about the teacher's role in the direction of "fit" with the environment in which the teacher operates.

Elias, Fisher and Simon (1980), noting the differences in various university internship programs and the changes in each program over time, cite Hensen and Linville (1971) in pointing out that those changes reflect changes in the demands of schools and communities. The McDonald study (Elias, Fisher, Simon, 1980) found that district and state programs of induction had apparently evolved as a result of a large monetary commitment, a strong push toward some standard of excellence, or a crisis in recruiting or keeping teachers. Two of the programs they describe were developed in response to excessive teacher turnover and another program reflected the desires of its upper-middle class citizens. They conclude that "real changes in the training of teachers, however, appear to have been prompted less by the comments of educators than they have by the pragmatic pressures such as the number and kinds of teachers needed along with the availability of new sources of funding" (p. 6).

By 1982 there were 27 states with legislative or state department of education mandates to develop statewide competency tests for beginning teachers, with an additional nine states in various stages of the consideration of teacher competency assessment (Sandefur, 1983). Sandefur sees a current pressure for mandated pencil and paper type tests for teacher assessment originating at the societal level, evincing public conviction of a relationship between knowledge and performance.

The impact of the technological explosion on education is so profound that the National Commission on Excellence in Education (1983) recommended that one-half year of computer science be included in the "Five New Basics" (p. 4) required of all public school students for graduation, toward the end that graduates be equipped to:

> "(a) understand the computer as an information, computation, and communication device; (b) use the computer in the study of the other

Basics and for personal and work-related purposes; and (c) understand the world of computers, electronics, and related technologies" (p. 26).

The implications for teacher competencies and the induction of new teachers are obvious.

But even as the competency based induction program movement appears to be growing and pervasive, dissenting voices are presenting contradictory societal pressure. A recent news article quotes several views: Walter Mercer of Florida A&M calls the Florida test an "academic electric chair" which is "killing future black teachers" pointing out that only 37% of the A&M students taking the test passed it; Eva Galambos, staff director for the Southern Regional Education Board task force on higher education states that, "If they can't pass, they can't teach;" Ron Vera, attorney for the California-based Mexican American Legal Defense and Education Fund argues that "A single test can't measure other factors that make a good teacher, like patience, understanding and empathy" (Harris, 1983).

In regard to teaching, as opposed to academic achievement, Rouk (1979) pointed out three separate studies which indicate that the problem for teachers is "not so much a lack of good techniques,...as knowing which ones are right for which students under which circumstances" (p. 10). Gideonse (1978) asserts that effective educators "must have the capacity to deal with alternatives, to think holistically,...to recognize problems, solve them, make decisions and act" (p. 5).

Although the competency based induction program is clearly the presently prevailing movement there is a counter-trend vying for consideration. Recommending strongly against the adoption of a competency based induction program in Virginia, the Virginia Polytechnic Institute's College of Education presented a proposed model for an induction program with a developmental base (Wildman & Borko, 1983). Instead of building on the widely accepted behavioristically oriented competency base, they made the decision to seek out varying points of view, to examine the programs of other states and the effects of those programs, and to use the information gained thereby in the conceptual analysis prior to formulating their model. The resulting model is evidence of the strength of the counter-trend.

In whatever form programs of induction emerge, it is clear that their development, continuation, and change will be influenced to some degree by factors at the societal level. For that reason, it is important that thoughtful and deliberate attention be given to the impact of these factors in any research aimed at understanding and improving programs of induction.

Summary

This review of selected literature has adhered to a conceptualization of teacher induction which is intended to reflect its complexity, while simultaneously highlighting each of four identifiable sources of influence upon the experience. They are: (1) the perceptions, characteristics, behaviors, and interactions of the beginning teachers, termed the personal level; (2) the behaviors and interactions taking place within the classroom/instructional context, referred to as the instructional level; (3) the organizational characteristics, decisions, and activities of the institution(s) into which one is being inducted, labeled the institutional level; and, (4) the various political, economic, technological, and cultural influences impacting the experience, named the ideological/societal level.

At the personal level, several authors were cited who emphasized the importance of considering the characteristics which novice teachers bring to the induction experience. The beginning teacher's efforts to become socialized into and/or to personalize the newly-acquired role were also considered here. While several researchers commented upon the "floundering" often felt by new teachers, it was clear that the relationships (or the lack thereof) with various other colleagues in the school were significant influences upon the process.

The second major section of the review examined the induction process in terms of what happens among students and new teachers in the classroom. A pronounced tendency in the literature was observed in which researchers focused upon problems experienced by beginning teachers rather than their strengths. It was noted that relatively little research has been conducted in situ with beginning teachers, and almost none has attempted to contrast the teaching behaviors of new teachers with those of their more experienced colleagues. Classroom management in general, and discipline in particular, appeared to be recurring themes in the literature describing problems experienced by new teachers.

The next major section of the text considered induction from the perspective of the institutional level influences upon the beginning teacher. Although there is little research regarding these influences, it seems clear that the role of relationships with more experienced school colleagues could be of significance. At least one author stressed the need for a comparative examination of entrance into the teaching profession relative to entrance into other professions, pointing out that virtually all first jobs are less rewarding than might be initially anticipated. Also, when the response of local administration to the presence of new teachers was examined, available literature indicates that any of the following might facilitate induction of beginning teachers: provision of practical, situation-specific forms of inservice; reduced workload; provision of released time; provision of opportunities to observe experienced peers; and provision of a formally assigned mentor.

The fourth major section of the review examined induction from the ideological/societal level, where decisions and activities intended to influence the thoughts and behaviors of those in certain roles may be mandated or sanctioned by a legal or professional body at the state or national level. A trend was observed in which those outside teaching and teacher education are increasingly likely to impose various competency requirements that beginning teachers are expected to meet or exceed, sometimes within specified time periods. Although some programs emphasize assistance to the new teacher, others may consist almost solely of assessment practices in which the assessment devices, techniques, frequencies, and so on are defined by law.

Section 3: Methodology

This section includes an overview description of the sites, participants, design, quantitative and qualitative data sources, data collection procedures, and a statement of the assumptions and limitations of the study.

Site Selection and Description

Two states with legislatively mandated induction programs for first year teachers were selected for participation in this study. These states were chosen because they represented two predominant trends in induction programs across the country. Both states' induction programs were designed to help new teachers through their first year of teaching, as well as to evaluate their performances as a teachers. State #1, however, focused more on providing assistance to new teachers, while State #2 focused more on assessment issues. Additional selection criteria included agreement to participate, the presence of new teachers at both elementary and secondary levels of schooling, and the implementation of induction programs at district and school levels. Within the two selected states, nominations for four reputationally effective school districts, two from each state, were solicited from those knowledgeable in the area (e.g., state school officers or representatives of professional education associations). Because some schools had no new teachers, and some only one, more schools than originally planned for were selected to participate in the study. In sum, a total of two states, four districts and 13 schools participated (see Figure 1).

State #1 is a predominately rural area in the southwest with a relatively stable homogeneous population. Income from taxes is strongly dependent on oil and gas business.

States	Districts	Schools	Beginning Teachers	Peer Teachers	Building Level Administrators	Other Educators
1	A	1	1	1	1	1
			2	2	"	2
		2	3	3	2	3
		3	4	4	3	4
	B	1	1	1	1	1
		2	2	2	2	2
		3	3	3	3	3
		4	4	4	4	4
2	A	1	1	1*	1	1
		2	2	2	2	2
		3	3	3	3	3
		4	4	4	4	4
	B	1	1	1	1	1
			2	2	"	2
		2	3	3	2	3
			4	4	"	"
N=2	N=4	N=13	N=16	N=15	N=13	N=15

*Did not participate

Figure 1. Research Design

District A in State 1 had 18 schools, 706 teachers, and approximately 10,000 students. Ninety new teachers were hired the year of our study.

District B in State 1 had 69 elementary schools, 9 middle schools and 9 high schools. The district had approximately 40,300 students and 2,200 teachers.

State #2, located in the southeast, has an expanding population with a growing number of retired persons and a strong tourist industry. It has a reputation for strong support of progressive education throughout the state.

District A in State 2 had 71 elementary schools, 23 middle schools and 14 senior high schools. The district had approximately 85,000 students. Three hundred ninety-seven new teachers were hired the year of our study.

District B in State 2 reported having 110 schools and a student population of approximately 89,000 and teacher population of 5,135. The number of new teachers by the end of the school year was 500.

Participant Selection and Description

Sixteen first year teachers were selected for participation in the study. When possible, two first year teachers were solicited from the same school. Both state mandated programs under investigation included a provision for (1) a "helping teacher," (2) a building level administrator, and (3) an "other educator" to serve on an assistance/assessment team with the beginning teacher. Team members assigned to each new teacher participant were included in the study. A total of 15 helping teachers, 13 building level administrators, and 15 other educators participated in this study.

Key persons responsible for administering and implementing the induction program, one representative from each state and one from each district, also participated.

The study participants received a two-page demographic questionnaire at the start of the school year, and all 16 of the beginning teachers, the 15 participating peer teachers, 12 of the 13 building level administrators, and all 15 of the other educators responded. Items on the questionnaire requested standard demographic information (age, sex, ethnicity, and so forth) as well as the current assignment of all participants. The demographic and background information for each group of participants is provided in the following section (Tables 1-3). Results displayed in tables and figures are grouped by state and team role.

Beginning teachers

The 16 beginning teachers were women. In State 1, all beginning teachers were Anglo, and six of the eight were between 20 and 29 years of age. The other two beginning teachers were in the 30 to 39 year age bracket. In State 2, six of the beginning teachers were Anglo and two were Black. All eight of these teachers were between 20 and 29 years of age.

Peer teachers

Six of the eight peer teachers in State 1 were women; seven of these teachers were Anglo and one was Black. Age brackets of this group ranged from 20-29 years of age through 60+ years of age. The seven peer teachers in State 2 who participated in this study were women and all were Anglo. The age brackets of this group also ranged from 20-29 years of age through 60+ years of age.

Figure 2 displays the data on current teaching assignments of the beginning teachers and peer teachers. The research design provided that both states include four teams each at the elementary and secondary levels. Assignments for beginning teachers and peer teachers included pre-school through high school levels. At the elementary level the majority of the

Table 1

Participant Ethnicity Within Role Group

State 1				State 2			
Participant Role	Ethnicity			Participant Role	Ethnicity		
	White	Black	Other		White	Black	Other
Beginning Teacher (N=8)	8(100%)**	-	-	Beginning Teacher (N=8)	6(75%)**	2(25%)	-
Peer Teacher (N=8)	7(87.5%)	1(12.5%)	-	Peer Teacher (N=7)	7(100%)	-	-
Building Level Administrator (N=6)*	6(100%)	-	-	Building Level Administrator (N=6)	4(66.8%)	2(33.4%)	-
Other Educator (N=8)	8(100%)	-	-	Other Educator (N=7)	7(100%)	-	-

*Seven administrators participated in the study in State 1, demographic data is missing for one administrator.

**Percentage sums may not equal precisely 100 due to rounding.

Table 2

Participant Age by Role Group

STATE 1						STATE 2					
Participant Role	Age Group					Participant Role	Age Group				
	20-29	30-39	40-49	50-59	60+		20-29	30-39	40-49	50-59	60+
Beginning Teacher (N=8)	6(75%)**	2(25%)	-	-	-	Beginning Teacher (N=8)	8(100%)**	-	-	-	-
Peer Teacher (N=8)	1(12.5%)	5(62.5%)	1(12.5%)	-	1(12.5%)	Peer Teacher (N=7)	1(14.3%)	2(28.6%)	2(28.6%)	1(14.3%)	1(14.3%)
Building Level Administrator (N=6) *	-	2(33.4%)	1(16.7%)	1(16.7%)	2(33.4%)	Building Level Administrator (N=6)	-	2(33.4%)	2(33.4%)	2(33.4%)	-
Other Educator (N=8)	-	3(37.5%)	3(37.5%)	2(25%)	-	Other Educator (N=7)	-	1(14.3%)	1(14.3%)	4(57.2%)	1(14.3%)

*Seven administrators participated in the study in State 1; demographic data is missing for one administrator.

**Percentage sums may not equal precisely 100 due to rounding.

Table 3

Sex of Participants Within Role Group

State 1			State 2		
Participant Role	Male	Female	Participant Role	Male	Female
Beginning Teacher (N=8)	0	8(100%)	Beginning Teacher (N=8)	0	8(100%)
Peer Teacher (N=8)	2(25%)	6(75%)	Peer Teacher (N=7)	0	7(100%)
Building Level Administrator (N=6)*	4(66.8%)	2(33.4%)	Building Level Administrator (N=6)	1(16.7%)	5(83.5%)
Other Educator (N=8)	5(62.5%)	3(37.5%)	Other Educator (N=7)	2(28.6%)	5(71.5%)

*Seven administrators participated in the study in State 1, demographic data is missing for one administrator.

**Percentage sums may not equal precisely 100 due to rounding.

Position	State 1		State 2	
	(N=16)*		(N=15)*	
	number of participants in this position			
Elementary Level	B	P	B	P
Pre-school	1			
Kindergarten		1	1	
Grade 1	1		1	1
Grade 2	1	2		1
Grade 3	1	1		
Physical Education			1	
Specific Learning Disabilities			1	1
Secondary Level				
English	1	1	1	
Language Arts	1	1		
Mathematics	1	1	1	
Algebra				1
Science			1	
Speech		1		
Drama	2	1		
Physical Education	1			
Reading Specialist				1
Specific Learning Disabilities			1	
Band			1	
General Music				1
Administrative Dean				1

*Teachers at the secondary level may have assignments in more than one subject area.

Figure 2. Current Positions held by Beginning Teachers and Peer Teachers

teachers had regular classroom assignments. The teachers at the secondary level held positions that were representative of required academic curriculum as well as other curricular areas. These data indicate a wider variety of assignments in State 2 in specialized areas outside the basic curriculum. In both states some of the participating secondary teachers were assigned to more than one subject area.

Building level administrators

Thirteen building level administrators participated in the study as members of the beginning teachers' teams. Three of these administrators were members of more than one team that participated in this study. (Many of the administrators were also members of other teams not included in this study.)

In State 1, although seven building level administrators participated in the study, demographic data are missing for one participant. Of the six administrators on which we have information, there were four men and two women. These building level administrators were Anglo and their ages ranged from 30 through 60+ years of age. In State 2, five of the six building level administrators were women; four were Anglo and two were Black. Ages ranged from 30 through 59 years of age.

Other educators

In State 1, five of the eight other educators were men and were Anglo. Ages of these team members ranged from 30 through 59 years of age. In State 2 there were only seven other educators in the sample as one of them served on two teams. Five of the seven were women. These seven participants were Anglo and their ages ranged from 30 through 60+ years of age.

The current assignments of the building level administrators and the other educators are displayed in Figure 3. In State 1, there were six

Position	State 1 (N=14)*	State 2 (N=13)
Elementary Principal	3	3
Secondary Principal	3	3
University Instructor/Professor	8	
Secondary Assistant Principal		1
Program Coordinator		3
Guidance Counselor		1
Elementary Teacher		1
Middle School Specific Learning Disabilities Teacher		1

*Demographic data is not available for one building level administrator.

Figure 3. Current Positions held by Building Level Administrators and Other Educators.

principals (three elementary and three secondary) and eight university personnel. The assignments in State 2 also included six principals plus one assistant principal (three elementary and four secondary). In addition, team members also held assignments as program coordinators, guidance counselor, and classroom and resource teachers.

Design

Both qualitative and quantitative data were collected. This combination is considered to be quite powerful when investigating complex social phenomena (Anthropology and Education Quarterly, 1977). This implies, however, essentially two designs.

The qualitative design is essentially an evaluation study using the model suggested by Stake (1967, and illustrated in Figure 4). For this model data on "antecedents," or conditions existing prior to the induction program which were thought to relate to program outcomes, were gathered. These data included, for example, previous educational experiences of participants, administrative regularities, and resource allocations. Data concerning "transactions," or encounters between various participants, and data concerning the "outcomes," or impact of transactions upon participants, were included. Four additional organizers crossed these three sets of data (antecedents, transactions, and outcomes). The program "intents," or goals and objectives, were specified; "observations" recorded; societal and institutional "standards" indicated; and professional "judgments" were made across the antecedents, transactions, and outcomes.

A case study analysis scheme was also developed in order to provide a descriptive perspective of the implementation of the mandated induction programs on a team by team basis. All data on a beginning teacher and her assigned team members were aggregated and considered as a case of program

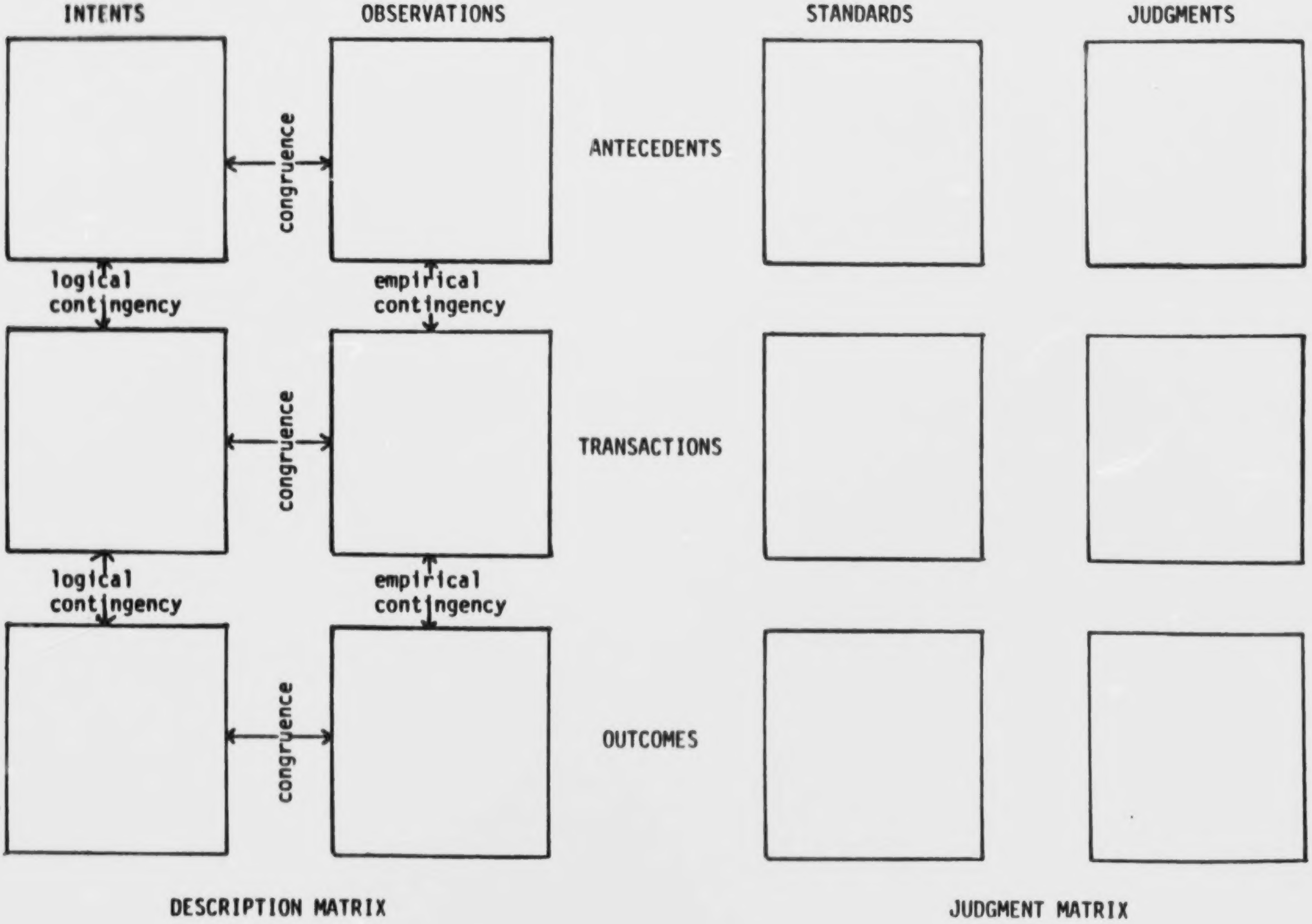
INTENTS
OBSERVATIONS
STANDARDS
JUDGMENTS
ANTECEDENTS
TRANSACTIONS
OUTCOMES
congruence
congruence
congruence
logical contingency
logical contingency
empirical contingency
empirical contingency
DESCRIPTION MATRIX
JUDGMENT MATRIX

Figure 4. Schematic Illustration of the Components in Stake's Evaluation Model.

implementation. There were, therefore, 16 case studies. A series of questions regarding implementation activities and the effects of the implementation were then developed (see Appendix A).

These questions were used as guidelines for organizing the data base. Finally, the 16 case study descriptions were compared and contrasted in determining commonalities and differences in program implementation and effects, and in identifying correlations and trends.

For the quantitative data, a hierarchically nested repeated measures design with four factors was used (Figure 5). (Again, it should be noted that due to the availability of new teachers, more schools than originally planned for participated in the study.) Because the assistance/assessment committee was a component of the induction programs examined, "participant role" was one factor. Participant role contains four levels, (1) first year teacher, (2) peer teacher, (3) school administrator, and (4) other educator. The participant role factor is nested or contained within the particular school where the participants interact. The "school" factor was also one of two levels, elementary (level 1) or secondary (level 2). The school factor was also contained within a two level factor, "district." The district distinction is simply district 1 or district 2, no quantitative or qualitative meaning should be extrapolated from the designations. Finally, the districts are contained within one of two states which have legislatively mandated induction programs. Again state mandates 1 or 2 carry no implication of distinctions regarding quality.

Instrumentation and Procedures

Data were collected using a variety of instruments and procedures designed to provide a rich description of the participants, their perceptions, and their teaching behaviors. The choice of these instruments

PROGRAM	SCHOOL DISTRICT	SCHOOL	PARTICIPANT ROLE
State Mandate I	A	1 (elementary)	1 (N=2)
			2 (N=2)
			3 (N=2)
			4 (N=2)
		2 (secondary)	1
			2
			3
			4
	B	1 (elementary)	1
			2
			3
			4
		2 (secondary)	1
			2
			3
			4
State Mandate II	A	1 (elementary)	1
			2
			3
			4
		2 (secondary)	1
			2
			3
			4
	B	1 (elementary)	1
			2
			3
			4
		2 (secondary)	1
			2
			3
			4
N= 2	4	8	64

1 = Program 1
2 = Program 2

A = School District A
B = School District B

1 = School 1
2 = School 2

1 = New teacher
2 = Peer teacher
3 = School administrator
4 = Other educator

Data Collection by participant role

1. Documents
2. Interviews
3. Quantitative instruments

1. Documents
2. Interviews
3. Nonparticipant observation
4. Quantitative instruments

1. Documents
2. Interviews
3. Nonparticipant observation
4. Quantitative instruments

1. Interviews
2. Journals
3. Classroom observation 6 hrs./person
4. Quantitative
5. Nonparticipant observation

Figure 5. Research Design, Data Sources, and Data Collection Procedures

and procedures was guided by the review of selected literature and by the research questions presented in this document. The following section will discuss each of these instruments and procedures separately.

Empathy Construct Rating Scale (empathy)

The Empathy construct focuses on the helper-client relationship and is defined as follows: "Empathy signifies a central focus and feeling _with_ and _in_ the client's world. It involves accurate perception of the client's work by the helper, communication of this understanding to the client, and the client's perception of the helper's understanding" (LaMonica, 1980, p. 10). The original 84-item scale was developed to measure empathy among nursing and health care professionals. It is a self-report, Likert-response instrument which LaMonica validated through Campbell and Fiske's (1959) multitrait-multimethod approach. It was found to have good discriminant validity and high internal consistency (.96), though convergent validity was not apparent (not unusual when measuring one personality construct by different methods and types of response tasks). A shorter, 23-item version [internal consistency coefficient (alpha = .87)] which was adapted by the RITE staff from the original for use in the Clinical Teacher Education Preservice study was used.

Teacher Work-Life Inventory

This instrument was developed to explore the character of the work-life of teachers and, thus, complement measures of organizational climate (Blumberg & Kleinke, 1981). The authors point out that there have not been valid and systematic means to inquire into the school as a work environment. Toward that end they began the development of the TW-LI which directly and systematically inquires of teachers about the character of their work place. The authors explicitly state that the TW-LI is a research instrument that may be further refined as it is used in wider contexts. Items were drawn from interviews with teachers and deduced from the concept of the school as a work place. Forty-seven items were chosen for the original TW-LI. Items consisted of a word or phrase such as "Tension," or "Opportunities for advancement." Subjects were asked to rate each item on a four-point scale as to how sharply each stood out as a descriptor of their work-life from "very sharply" to "not at all." Three hundred eight teachers responded to the original form. A principal components factor analysis was performed, resulting in 13 factors. The items loading on each factor were examined, reducing the total number of items to 36. A second factor analysis, using the remaining items, resulted in 11 factors. The more refined version of the Teacher Work-Life Inventory containing the 11 factors was used in this study.

Paragraph Completion Test (conceptual level)

The PCT is a measure of adult development which is based on the Conceptual Systems Theory of Harvey, Hunt, and Schroder (1961). The model was developed in the contexts of staff development, teaching, and counseling; it described a regular series of stages (conceptual levels) through which individuals move. It is assumed that the way in which a person organizes his or her world (not only the physical objects in it, but particularly the interpersonal relationships) determines and reflects the conceptual level of that person. The PCT is designed to tap the ways in which a person organizes his or her interpersonal world and, thus, to show the conceptual level at which the person functions (Schroder, Drives, & Streufert, 1967). The subject is asked to write two or three sentences in response to each of five sentence items. Each item presents either control or constraint ("What I think about rules ..."), discrepancy ("When I am criticized ..."), or uncertainty ("When I am not sure ...") to which most subjects respond with an attempt at resolution. Schroder, et al., (1967) report that such resolution responses result in high inter-rater reliability and construct validity. Item-test correlations range from .57 to .75. Split-half reliability is .70.

Stages of Concern (SoC)

The notion of "Stages of Concern" was drawn out of the work of Fuller (1969) who proposed three phases of concern in teacher development: a preteaching phase (non-concern), an early teaching phase (concern with self), and a late teaching phase (concern with pupils). Continued research with the concerns model at the Research and Development Center for Teacher Education at The University of Texas at Austin has led to the identification of seven stages of concern: awareness, personal, informational, management, consequence, collaboration, and refocusing. It has been hypothesized that there is a developmental movement through these stages where the intensity of certain concerns first must be resolved (lowered in intensity) before later ones can emerge (increase in intensity). The Stages of Concern (SoC) questionnaire is a 35-item instrument designed to measure the respondents' stages of concern relative to an innovation. The five items representing each stage on the questionnaire were selected to insure high levels of internal reliability. Studies indicate the coefficients of internal reliability for the seven stages range from .64 to .83; test/retest reliability coefficients on the instrument range from .65 to .86. The validity of the SoC questionnaire has been investigated using intercorrelation matrices, judgments of concerns based on interview data, and confirmation of expected group differences and changes over time. In this study of teacher induction new elementary teacher concerns were measured as they related to specific aspects of the intended curriculum (mathematics, classroom organization/management, and reading). New secondary teacher concerns were measured as they related to their teaching field and classroom management. Administrators' and "helping" teachers' concerns were measured as they related to the induction program itself.

Levels of Use of the Innovation (LoU)

The Levels of Use of the Innovation (LoU) deals with one dimension of the Concerns Based Adoption Model (Hall, Wallace, & Dorsett, 1977). LoU describes the behavior of individuals as they become more familiar and more skilled in the use of an innovation. Eight levels of use have been operationally defined: nonuse, orientation, preparation, mechanical use, routine, refinement, integration, and renewal. The measurement of LoU is accomplished through focused interview (Loucks et al., 1975). The levels of use interview technique was first validated by Loucks (1977) through a comparison of teachers who had been both interviewed and observed. Independent judgments of LoU by interviews and observers were significantly correlated (.98). The LoU interview focuses on the content of the innovation under study once it has been reduced to a checklist form through a configurations analysis (Heck, Stiegelbauer, Hall, & Loucks, 1981). In this study of teacher induction a configurations analysis was made of both the induction programs and specific features of the classroom curriculum and management as noted above and used with the SoC checklist.

Classroom observation

Each first year teacher participating in the study was observed over the course of the year. The Barnes Teacher Observation Instrument developed by the RITE research team, was used for recording observational data. This instrument, based upon classroom research, provides data on teacher use of

115 instructional and management behaviors. It was piloted with a sample of 21 inservice teachers in a previous study conducted by the RITE program (Griffin et al., 1982).

In order to gain a picture of student participation in class, a student engagement count was recorded using the Student Engagement Rating form developed by the Research in Classroom Learning and Teaching Program at the Research and Development Center for Teacher Education. This instrument was also used in previous studies by the RITE staff (Griffin et al., 1982; Griffin, Barnes, Hughes et al., 1983). For the present study, observers were trained to an inter-observer agreement criterion (.80) in the use of both instruments.

School and district situations surveys

The School and District Situation Surveys, developed by the Research on the Improvement Process program at the Research and Development Center for Teacher Education provide descriptions of a variety of features within educational settings. On the School Situation Survey, questions address major features within "context;" the "structure" of the school, i.e., size, calendar; "processes," i.e., communication, decision-making; the "physical environment;" and "systems values and norms." The District Situation Survey addresses the same features although in more abbreviated form. These surveys are comprehensive and combine both interview and observational data.

Document reviews

Public documents which relate to the induction programs were collected. From them descriptions of programs, schedules of activities, observation forms, and so on provided needed data related to the program antecedents, transactions, and outcomes.

Interviews

Throughout the year, first year teachers engaged in six interviews conducted by trained interviewers while other participants were interviewed less often (state officers and district officers, three interviews; school based persons, six interviews; and peer teachers, six interviews). While some interview topics emerged over the course of the year, other topics of importance were identified ahead of time. Participants were asked to share their perceptions of (1) induction program intents, activities, and outcomes, (2) the personal and professional characteristics of various participants, and (3) the educational settings. Participating teachers were also asked to share their perceptions of their interactions with pupils, the curriculum, their workplace, and the cultural context of their schools. Participants were also asked about their perceptions of how the induction program impacted these interactions. All participants were asked to evaluate the effectiveness of various induction program activities. The interview schedules were developed in accordance with the research questions presented earlier in this document and as themes or "dilemmas" were identified in observations and interview responses.

Journals

In order to record many of the thoughts and actions of the teachers participating in the induction experience, they were asked to keep personal journals regarding their experiences. The purpose of these journals was to gather more detailed information about the activities, interactions and experiences of each teacher. Journal data served as a complementary data source, tapping information that participants may have been unwilling or unlikely to share during an interview session.

Nonparticipant observation

As induction activities occurred which seemed to be of critical importance, the RITE staff engaged in nonparticipant observation of those activities. This type of observation focused on the participants in the activity, both the content and process of the activity, the context of the activity, and observer clinical judgements of patterns, critical incidents, and more general impressions. Observers were trained in observation methods in order to minimize intrusion into the social and educational processes being studied.

Schedule of Data Collection

This section discusses the data collection procedures within this study. A timeline of these procedures appears in Figure 6. State school officers in the two states were interviewed twice and the four school district officers were interviewed three times over the school year. The state school officers were interviewed before school started and at the end of the school year. With regard to the four district officers, the first interview occurred prior to the beginning of school to inform other data collection activities. The second interview was scheduled near the middle of the school year and the third interview at the end of the school year.

School based administrators were interviewed three times during the school year while first year teachers and peer teachers were interviewed five times. Most interviews were conducted on a face-to-face basis, while one or two were conducted over the telephone. The interviews with teachers were evenly balanced between those times during the school year which we thought might be particularly challenging to new teachers, such as the first week of school or the first pupil evaluation period, and relatively "neutral

	School and District Situation Surveys	Documents	Interviews	Journal Entries	Classroom Observation	Nonparticipant Observation	Quantitative Instruments
August/ September		as distributed	*1st week of school	daily from beginning on induction activities through 1st two weeks of school	2 1-hour observations in 1st week	as practical or as coincidental to other data collection activities	administration of instruments
			2nd week of **school	bi-weekly for weeks 3, 4, & 5	2 1-hour observations in 2nd week		
			3rd week of *school				
October		""	1st pupil reporting period				
			1st new *teacher evaluation				
			Halloween				
November		""					
December		""	Prior to *winter break				

Figure 6. Data Collection Schedule

	School and District Situation Surveys	Documents	Interviews	Journal Entries	Classroom Observation	Nonparticipant Observation	Quantitative Instruments
January	as designed through May	as distributed	end of 1st **semester	daily for one week			administration of instruments
February		""	*mid-year				
March		""	prior to spring break				
April		""	regular *teacher evaluation				
May/June		""	**final	daily for one week	2 1-hour observations in last month		administration of instruments

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* peer teachers
school administrators
also interviewed

** state officers
also interviewed

Figure 6. Data Collection Schedule (continued)

times." Interviews with school administrators were spaced evenly across the semester.

Participating teachers also made journal entries daily for three weeks, commencing with their first induction activity. After these first three weeks, participants made semi-weekly entries for the next three weeks. Also, journal entries were made semi-weekly for three weeks at mid year and daily for two weeks at the end of the school year.

Classroom observations began the first day of school; two one-hour observations were conducted in week one and again in week two. Two one-hour observations were also conducted in the last month of school.

The Barnes Teacher Classroom Observation Instrument produced frequencies of teacher behavior which were converted to rates of behaviors per minute and analyzed using the same statistical procedures as used with the quantitative instruments. These data provided information on the impact of the induction programs and contextual settings (Purkey & Smith, 1983) upon teacher/pupil and teacher/curriculum interactions.

The four quantitative instruments were self-administered by all school-based participants three times during the school year (early, middle and late). Those participating on the beginning teachers' committees also responded to the quantitative instruments.

Nonparticipant observation of various induction activities was conducted as practical. RITE staff observers attended important activities prior to the opening of school as well as during the school year. Because sites were separated by some distance, and our staff resources were limited, we were unable to attend all scheduled activities. Informants, however, were cultivated at each site and called upon to enrich the qualitative data base on induction program activities, participants, and processes.

Limitations and Assumptions

The present study is subject to certain limitations. Because it was an evaluation study rather than an experimental study, causal relationships between various factors investigated should not be implied. Furthermore, the size of the samples involved at some levels was small and all participants were volunteers. The data are then subject to these limitations. The use of any psychological instrument for measuring personal characteristics of individuals incorporates both limitations due to the instrument itself and to the administration of the instrument. Instruments with reliability and validity adequate for research purposes were chosen for this study; however, the self-administration of those instruments does constitute a limitation.

The study was based upon the assumption that certain features, such as provision for peer teachers, interactions related to induction program activities, and so on, are part of induction programs. The collection of data focused on some of these identified features. This implied the collection of a sample of all possible qualitative data with the accompanying probability of losing other pertinent information. The reliance upon self report data like interviews and journals also carries certain limitations.

Although the generalizability of findings are subject to these limitations, findings can be generalized to other settings where similarities and differences are largely congruent with the settings in the study. Data gathered in this study fit into the four categories identified by Tikunoff and Ward and Griffin (1979) as necessary for this "logical-situational" generalizability. These include data on:

(a) the specific classrooms, schools, and communities in which the research is conducted;

(b) the teachers and students involved in the research;

(c) the instructional setting and the instructional-social system(s) operating within that setting; and

(d) the ways in which teachers and students within the natural setting behave naturally (p. 37).

While the use of both qualitative and quantitative data combines the limitations of each, the inclusion of both forms a more complete description of the induction programs investigated and their impact upon the participants.

Section 4: Findings and Discussion

The purpose of this study was to describe the impact of certain state mandated induction programs on the transition from student of teaching to teacher. The reporting of findings and discussion is organized around the "levels" represented within the research design: ideological/societal, institutional, instructional, and personal. Within each of these levels attention will be given to describing programs goals/intents, implementation success or failure, and, where appropriate, effects on participants.

Ideological/Societal Level

The findings from this level will be reported and discussed in terms of the data collected relevant to state policy activity. The reporting of findings relevant to state policy activity will focus on a description of the state level mandates for beginning teacher programs in the two states included in the RITE study. The source of those data were document reviews and interviews with state education agency administrators responsible for these programs.

State #1

The induction program in State #1 is mandated by one component of a more comprehensive House Bill passed in 1980. This component requires teachers who graduate after January 31, 1982 to participate in an induction program during their initial year of teaching in order to qualify for a state teaching certificate. The declared intent of the legislation is to establish qualifications of teachers to insure that the education of the children will be provided by teachers of demonstrated ability. A local committee of three, including an experienced teacher, an administrator, and another educator, is assigned to provide assistance to the new teacher and to determine whether the teacher will be recommended for certification. At the end of the first year the teacher is recommended by this committee for certification or continuation for a second year. When a second year is required an individual staff development plan is provided. At the end of the second year the teacher is recommended for either certification or noncertification.

In this state, the department of education has developed a standard plan of implementation that is used statewide including time lines and reporting forms. The district is responsible for establishing an assistance/assessment committee to work with each new teacher. The committee must include an experienced teacher, a building level administrator and another educator from an institution of higher education. This committee has the responsibility to observe the new teacher in the classroom and to meet with the new teacher to offer assistance. An observation instrument focusing on four "categories" (human relations, teaching and assessment, classroom management, and professionalism) is used. This committee makes the recommendation regarding certification of the new teacher.

The RITE study was conducted during the first year of statewide implementation of the induction program and the State Education Agency (SEA) administrator interviewed was responsible for teacher education and staff development needs directly related to the induction program. Interviews took place at three intervals during the year.

The state level administrator described the state role in the program as (1) responsibility for providing assistance to school districts and institutions of higher education and (2) providing inservice in the program including answering specific questions not directly addressed in statute. The overall purpose of the induction program was described as providing a means for assisting the first year teachers to succeed and to enable them to "deal with children in the classroom."

The legislation in State #1 did not provide for a statewide induction training program. The SEA, however, offered regional workshops for the three years prior to program implementation which addressed staff training needs and provided districts with information outlining the program regulations and procedures. The legislation did not require certain competencies to be accomplished by beginning teachers; recommendations for certification were to be made by the committee as a whole, with the superintendent assuming final responsibility.

The support for the development of the beginning teacher program in State #1 had its genesis in the state legislature and the general public. According to the SEA administrator, it was felt that drastic changes were needed in teacher education and certification to "upgrade the skills and competencies of our teachers and administrators." Teachers and administrators, on the other hand, were seeking salary increases at this time. The beginning teacher education program offered a means of addressing the public's concern for upgraded skills while justifying higher pay for school educators. The legislation was enacted within the context of a strong state economy which could support these dual goals of salary increases for teachers and administrators and improved teacher preparation.

The strengths of the program were perceived by the SEA administrator to be twofold. First, the support, guidance and assistance provided to the beginning teacher was considered a program strength. Second, the collaboration between the SEA, the university and the schools was considered a strong positive outcome of the induction program.

With regard to the latter, it was suggested that curricular alignment had occurred to some extent, at the university level, as a result of the induction program:

> "One university teacher of Secondary Methods in Language Arts reported that as a result of his participation in [the induction] program he changed 90% of his course as he decided it was that "outdated."

Further, it was concluded:

> "One of the key things that can be done through this legislation is not only the assistance that can be provided the [beginning teacher] and the assurance to the public that teachers have a knowledge matter and can teach and so forth--but it also provides a mechanism for use to continually revise and update our teacher education programs..."

Finally, it was noted that some of the statutory language was vague such as the requirement in the regulations which required parental input but did not explain "how or how much." As a result, compliance to this regulation was left to the discretion of the district.

The legislatively mandated induction program in State #1 resulted from "a cry from the public for more qualified [educators]." This occurred in the context of a strong state economy. However, additional program revenue funds, e.g., for staff development, were not appropriated. Program implementation proceeded with the SEA delineating requirements and holding regional workshops to disseminate the information. It was perceived that the program provided needed support to beginning teachers and that the tripodal collaboration between the SEA, the university and the schools for the purpose of improving competencies of beginning teachers had been a strength of the program.

State #2

The induction program in State #2 is mandated through a Senate Bill approved in 1981 which provided for a beginning teacher program. The purpose of this program is to: (a) increase student learning by providing a set of supervised support services for teachers in the first year(s) of teaching in the state to assist them in their continuing professional development, and (b) meet the requirements of the state statute and administrative code. Successful completion of the program is required for the superintendent or chief administrator to recommend the teacher for a full certificate. A State Board Rule in State #2 effective July 1, 1982 circumscribes the Beginning Teacher Program, defining it as a "formal" program of at least one year. Each school district was required to submit a plan for approval by May 1, 1982. The state guidelines specify the broad components to be included but each school district is responsible for developing its own specific plan and submitting that plan to the state board for approval. This plan must include provision for supervised support services for the continuing development and demonstration of specified competencies by the new teacher. The beginning teacher support staff must include a peer teacher, a building level administrator and one other professional educator. A "summative" evaluation plan must be provided which includes observation instruments and evaluation procedures to demonstrate successful performance of the minimum essential competencies. At least two "summative" evaluations are required, one within 90 working days of the beginning of the employment period in order to provide assistance where observations suggest it is needed. At least three "formative" conferences are required, each conference based on at least one observation by a support staff member, using a set of common criteria.

The program provides the beginning teachers with an opportunity to demonstrate the minimum essential competencies specified in state statues and state board rule. Twenty-four "generic" competencies are identified as "essential," and it is the responsibility of the support committee assigned to the new teacher to assure that the teacher recommended for certification has demonstrated these competencies. Instruments including indicators and frequencies are used by the committee in observing the new teacher and as objective verification. The state has developed and validated an observation instrument that can be used for this purpose. The instrument targets teaching behaviors in six domains: (1) planning, (2) management of student conduct, (3) instructional organization and development, (4) presentation of subject matter, (5) communication, verbal and non-verbal, and (6) evaluation. Individual districts are free to propose an alternative to the state-developed instrument provided they can demonstrate stringent reliability characteristics and meet criteria for validity around the essential competency areas.

The RITE study was conducted during the first year of statewide implementation of the induction program, and the State Education Agency (SEA) administrator interviewed by RITE staff had been active in development of the program. Interviews took place three times during the year, in fall, winter and spring.

The SEA administrator described the program as resulting from legislative interest in improving teachers' preparation for the classroom. This was equated to improvement in student achievement. That is, "If you're a better teacher you get better achievement."

Initially the legislature was interested in achieving improved teaching competence through the establishment of a fifth year program in the university, which would be comprised of a full year's internship. The universities opposed this plan, however, because (1) they did not have the clinical personnel to manage the programs, (2) they were not funded in a manner which would allow them adequate support for a fifth year program, (3) they did not have the appropriate authority to manage school district programs in a manner which they felt was appropriate, and (4) it was "more than they wanted to take on."

As a result, five pilot programs were established in districts throughout the state, with both university and district personnel involved, for the purpose of studying the induction process. Data were gathered at the end of the year and, at this point, the legislature decided to turn it into a program for beginning teachers, developed and administered by the district. Based on these data the State Board of Education (SBOE) rule was written, but implementation was delayed for one year to allow the districts an opportunity to study the rules, absorb the information, and provide input.

The districts' major concern was that there was no instrument available to assess teachers during the induction process. They feared the possibility of inconsistencies in assessment between districts. As a result of their concerns, an ad hoc group of districts formed for the purpose of developing a district performance measurement system.

The SEA then invited those and other districts and universities to a meeting to discuss the needs of the induction program. There, the school districts became aware of and supported the work of several researchers at one of the universities who were developing an evaluation instrument. The districts agreed to work on the overall components of the program specified in SBOE rule. These areas, e.g., the evaluation instrument and overall program components, were completed by early summer. At that time 50 people received intensified training for six days from the SEA in the use of the assessment instrument and overall program components. Regional training sessions followed to develop a cadre of principal and peer teacher trainers.

According to the SEA administrator:

> "In the beginning [the induction program] got a lot of bad press. People were not going to stand still for it. Beginning teachers didn't want it, university people didn't want it, and the districts didn't want it. It was just a dog. Everybody was going to kill it...But it did get off the ground and...in the second year of the program...[in] cabinet aid meetings or committee meetings with legislators and different groups around the state, we would begin to hear things like, 'We need to do that just like we did with the beginning teacher program. We need to use that as a *model of how to get this or that implemented*.'"

Two key state-level factors were identified as instrumental in the success of the induction program in State #2: (1) the implementation process had enhanced and improved the program; (2) the legislature provided fiscal support for the program. The funding provided through the program was targeted to staff development funds, release time for beginning and peer teachers to work together, and some supplements to others involved in working with new teachers in the program.

The major strengths of the program were perceived by the SEA administrator to be that it (1) directed attention to instructional improvement throughout the state and (2) strengthened university-district collaboration.

Regarding university-school collaboration, it was noted:

> "One of the biggest strengths of the program is the kind of collaboration...districts are working with universities...it has put those people together in a working situation, where they have sat down side by side, elbow to elbow, and participated in training and delivered and worried over training and tried to work out inservice components that would help that beginner..."

Also in this regard it was perceived that some curricular alignment would take place as a result of the program:

> "It's even begun now, and this is what we'd hoped in the beginning, it has begun to cause the universities across the nation, the colleges of education, to look at where this content is taught in their program and try to reorganize their courses and try to become more systematic about observing interns."

Further, it was believed that the district evaluation of beginning teachers would provide useful feedback to institutions where they were prepared:

> "The first summative observation gives us information about what kind of training program the beginning teacher had...for institutions in the state that are producing teachers we'll be able to say to them, 'You have turned out beginning teachers who are weak in the area of classroom management. They don't have a sound knowledge base about it. They cannot handle it in the classroom. They're not good managers of students in the classroom.' or 'You've turned out beginning teachers who don't have adequate planning skills. They can't organize and deliver instruction.' And I think that would be important feedback to

them in designing better programs at the preservice level. Looking at really what is wrong with their own program."

Finally, the future implications of the teacher induction program on teacher preparation programs were perceived to be that inservice would become preservice. According to the SEA administrator:

"I think that eventually as we become better, better at both the beginning teacher program and better at preservice teacher education, we'll find that the curriculum gets moved into a preservice program and we'll find another curriculum for the beginning teacher program."

The induction program weaknesses in State #2 were identified by the SEA administrator as follows:

1. "Although the program provides adequate preparation for principals, there is no component which addresses the peer teacher, nor do materials appear to be available commercially;

2. "There is a need to define what constitutes an adequate knowledge-base in the content area. That is, what is the necessary amount of understanding in social studies for an elementary teacher instructing in that area? In this sense, the evaluation instrument is generally aimed at teaching pedagogy, but separated from specific styles of teaching for, let's say, mathematics;

3. "There is no incentive for faculty members to participate in the program; their institutions do not reward them for this work nor does the program supplement their salaries for this."

It was suggested that peer teachers should be certified as clinical school educators and that the impact of the program on the school principal had been extremely beneficial, strengthening them in the role of instructional leaders.

State #2 went through several years developing the induction program in response to legislative mandate. School districts exercised leadership during this time with support provided by the State Education Agency. In this sense, the program "trickled up instead of down" and provided a "model of how to implement [change]."

The program directed broad attention to instructional improvement and improved school-university partnerships in the development of effective teaching competencies. Principals' instructional leadership capabilities were strengthened as a result of participation in staff development component of the induction program. Areas for further research identified by the program included a measurement system to identify required teacher content knowledge and the formal program preparation components and certification requirements for peer teachers.

Institutional Level

At the institutional level, our analyses focused on the implementation and effects of the programs in the 4 districts and the 13 schools in our sample.

Districts

The data from each of the four districts in our sample will be described separately. A general discussion of the findings across the four districts follows.

State #1 District A. District A had participated in a pilot version of the induction program one year prior to statewide adoption. The district administrator overseeing the program had participated in its development at the invitation of state officials, and had taken responsibility for district implementation during both the pilot and initial years.

In the first interview held with RITE staff, the district administrator described the program as a process, or a series of steps which had to be observed if the beginning teacher were ultimately to receive a certificate. Two key purposes were believed to undergird the program: "to provide direct assistance to the first-year teacher, on the one hand, but also to provide a screening process, on the other hand...The end result is that you have better first-year teachers." Thus, the program was believed to be a mechanism designed to provide "continual feedback to the first-year teacher." The director perceived her role responsibilities as a series of "checks and balances," so to speak, by "making sure" that certain mechanical aspects of the program had been executed, and by serving as "the trouble shooter when committees have problems with any one of the three members of the committee."

In the second interview, the program director reaffirmed her belief that a great deal of time needed to be spent "fighting brush fires." Additionally, the administrator responded to several lists of role responsibilities developed by the RITE staff when reviewing literature about the program. A checklist of roles and responsibilities was developed based on this interaction (Figure 7). Some responsibilities for beginning teachers were added by the program administrator to the original list we had developed, such as being responsive to the feedback provided by the committee and making time to meet with the teacher consultant. In several other instances, the language of original list items was changed to reflect the notion that the committee was to function together on tasks, and that no one particular individual on the team was to function apart from the others in reaching certain decisions. The director also indicated that some

State #1, District A Level Checklist

Beginning (EY) Teacher

a. meets with consultant an average of two hrs. per week

b. is observed at least three times by each of three committee members

c. receives formal observation feedback twice during the year (second time must be after April 10)

d. receives advisement for performance improvement during two committee meetings (second -- after April 10)
   - -- includes staff development activities to attend, helpful hints from committee, and the like

e. receives recommendation for certification/continuance in EYA program/noncertification (last option possible only after second year in EYA program)

f. participates in all formal EYAC meetings

g. signs off on consultant worksheet record

h. carries out committee recommendations, including staff development plan and activities

Teacher Consultant

a. meets with EY teacher an average of two hrs. per week before/after school or during planning time; some time must be spent in observing EYT; may also be spent consulting 1:1 with EYT, in EYAC meeting, or may have EYT observe him or her)

b. records meetings on the teacher consultant worksheet; signs off at the end of the year

c. formally observes EYT three times in the year, completing an observation instrument each time

d. participates in all formal EYAC meetings
   - -- helps select chair of committee
   - -- helps determine staff development plan and assists in staff development advisement
   - -- helps determine what will be used as "meaningful parental input"
   - -- participates in voting decision to recommend EYT (and signs Form 003) for certification/licensure/noncertification

e. is provided with six hours of inservice training to receive EY program guidelines

f. [Optional] obtains ten hours of inservice training to gain consulting skills

Figure 7.

School Administrators (BLA's)

a. must select a teacher consultant for each EYT within ten days' of teacher's employment
   -- if there is no union/bargaining agent which will submit names of nominees, principal must have teachers hold an election to get three nominees from which he chooses a teacher consultant based upon a rank ordering of seven selection criteria

b. ensures availability of time to consultant and EYT for the two hrs. per week to be used in consultation, including arranging release time when needed
   -- variation: when three or more EYT's are in one building, the principal can arrange for a substitute to come in (on Tuesdays, Wednesdays, or Thursdays only)

c. may only serve on one committee

d. calls the first EYAC meeting of the year within 30 days of EYT's employment

e. provides class coverage to EYT and Teacher Consultant to attend EYAC meetings

f. makes three formal observations of the EYT, completing an observation instrument each time

g. participates in three formal meetings of EYAC

h. provides input on staff development plan

i. helps select committee chair in the first EYAC meeting

j. helps determine what will be used as "meaningful parental input"

k. makes sure committee has served the EYT for 120 days minimum

l. participates in voting decision to recommend for certification/second try/non-certification

m. signs off on Form 003 (recommendation for certification, licensure, noncertification)

Higher/Other Educators

a. makes three formal observations of the EYT, completing an observation instrument each time

b. participates in three formal meetings of the EYAC

c. helps select committee chair in the first EYAC meeting

Figure 7. (cont.)

d. helps determine what will be used as "meaningful parental input"

e. signs off on Form 003 (recommendation for certification, licensure, noncertification)

f. helps make staff development recommendations for the EYT

Committee Chair (may be any one of the three)

a. is responsible for seeing that regulations are followed by the committee, incl.

    (1) completes and signs Committee Form 002 within one week of first committee meeting

    (2) establishes a communication system among all Committee members

    (3) establishes a schedule for Committee activities

    (4) provides all Committee members and the entry-year teacher with the observation instrument for review

    (5) discusses how to obtain "meaningful parental input"

    (6) follows prescribed sequence: Formal Mtg. I, Obs. I, Obs. II, Formal Mtg. 2, Obs. III, Formal Mtg. III

    (7) formal mtg. III must be held after April 10th

    (8) presents all copies of completed Form 003 to Superintendent for his/her signature

District Superintendent

a. orders sufficient EYA Program packets by August

b. identifies ETY's in the district

c. identifies the teacher educator for each Committee based upon recommendations received from the teacher education institution coordinator(s)

d. distributes materials to the committees

e. provides copy of Form 003 (rec. for cert./continuance/noncert.) to higher education institution coordinator

f. provides copy of Form 003 to EYT

g. sends Form 003 to Certification Section of State Department of Education

Figure 7. (cont.)

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responsibilities were required only by the district, and were not actually a part of the state mandate.

The final interview held with this individual was unusual due to the fact that she had left the district before the end of the school year to pursue employment in the private sector. This move may have provided a different perspective from which the induction program subsequently was viewed. Regardless, the former program director felt that the screening function of the program had not been served as well as it might have (in large part because of her departure from the district), while the support and feedback components apparently were executed successfully. Virtually all the first-year teachers were recommended for certification. The former director indicated concern for future implementation, in that her replacement appeared to have minimal knowledge of the program's structure or requirements ("She doesn't know what she doesn't know!"). In response to this concern, the former director indicated that the checklist generated through the second interview with the RITE staff was used to teach the new administrator about the induction program. The now-outsider expressed a desire to make some changes in the induction program, particularly the elimination of university representatives from the committees. Nonetheless, the director felt that the most positive consequence of the program was that it did "a good job" of preparing first-year teachers, especially with regard to classroom management. Negative consequences were thought to occur only in possible situations where the team "didn't work together and service the new teacher in the way that it's needed."

State #1 District B. In the first interview held with the RITE staff, the District B administrator responsible for the induction program perceived it, and the legislation and regulations governing it, as a "precise," "thought-through" effort designed to: "improve the quality of teachers in (State #1);" "speed up the process of becoming a more mature teacher;" and, facilitate the transition into teaching. After getting past an initial "pretty negative" reaction, "I've seen a lot of change in attitudes from the administrators...statewide, it's really, it's just been excellent." The director described her own role in terms of checking and/or monitoring ("taking care of all the paperwork," "making sure that people understand the regulations"), and serving as a central information source and staff development resource ("doing the inservice for them...And then, also, being a resource.").

The second interview was spent, in part, reviewing the configurations of role responsibilities previously generated by the RITE staff. The program director confirmed all of these role responsibilities. She also suggested some language modifications, for example: removing the word "all" from items pertaining to the advisement of first-year teachers on classroom management; and, clarifying behaviors/decision-making as reflective of the committee's action, rather than any one individual's. Interestingly, the program director experienced confusion or was unclear about some of the forms specified by name in RITE's checklist (all taken directly from copies of forms); yet she was able to proceed with the interview by relying upon the functions served by various forms. Based on this interview a program checklist was devised (Figure 8).

The program director reaffirmed her beliefs and perceptions regarding the induction program in the final interview. The notion that the program was designed to create or include "quality teachers to produce quality education" was reiterated. The director felt that the program's strength was in its provision for formally establishing "a support system" for

State #1, District B Level Checklist

Beginning Teacher

a. every teacher with 0 years experience as a classroom teacher shall serve under a teacher consultant for a minimum of one school year, in no case for less than 120 days

b. will be assigned a teacher consultant within ten teaching days after entering the classroom

c. signs the Teacher Consultant Reporting Form - following the formal meetings (3)

d. may request reasons for committee recommendations other than for certification

Teacher Consultant

a. holds standard certificate and a minimum of two years of classroom teaching experience as a certified teacher

b. serves as consultant no more than two consecutive years, and for only one entry-year teacher at a time

c. is selected by the principal from a pool of elected candidates

d. provides guidance and assistance to beginning teacher a minimum of 72 hours per year in observation and consultation, an average of two hours per week

e. assists in matters concerning classroom management and inservice training for that [beginning] teacher as a member of the entry-year assistance committee

f. carries out these recommended duties:

   (1) Acquaints beginning teacher with building procedures, duties, identification and location of materials, supplies, and texts, and special services available.

   (2) Introduces specialists and assists with all referrals.

   (3) Assists with and evaluates short term and long term goals, objectives, and lesson plans.

   (4) Assists with and evaluates beginning teacher during parent conferences and pupil evaluation.

   (5) Provides classroom management techniques appropriate to school philosophy and level.

Figure 8.

(6) Provides access to teacher-made materials and ideas already tried.

(7) Assists with pupil diagnosis, placement, and materials.

(8) Models appropriate team teaching behavior, professionalism, and enthusiasm.

g. fills out and signs the Teacher Consultant Reporting Form and returns to the Committee Chair. (Observation Instrument)

h. uses the Teacher Consultant Checklist to structure his/her activities in the role (see attached Appendix A)

i. observes EYT a minimum of three times per year

j. meets with EYT on Committee a minimum of three times per year

k. makes recommendations to the Board as a member of EYA committee regarding certification/second year in entry program/ non-certification (last option may be used only after two entry years have been completed)

l. provides entry-year teacher with a list of reasons for recommendations other than for certification, upon request by the entry-year teacher

m. when certification is recommended, will also recommend a staff development program to strengthen teaching skills in any area identified by the committee

n. fills out EYA Committee Checksheet (EY Teacher Recommendation)

Building Principal--whether on the EYAC or not

a. selects teacher consultant from a list submitted by the bargaining unit, where one exits, or from a list of names elected by the teachers in the building

b. makes the selection within 10 days after the beginning teacher enters the classroom

c. selects according to seven rank-ordered criteria

Principal, Assistant Principal, or other local board-designated administrator ("BLA's")

a. meets with entry-year teacher as often as local board requires

(1) meets with EYT on Committee a minimum of three times per year

Figure 8. (cont.)

b. assists in matters concerning classroom management and inservice training for that [beginning] teacher

c. observes EYT a minimum of three times per year

d. provides for meaningful parental input as one criterion in evaluating the entry-year teacher's performance

e. makes recommendations to the SDE for certification/second year entry program/noncertification (last option may be used only with second-year entry program participants)

f. when the recommendation is other than for certification, will provide entry-year teacher with a list of reasons upon request by the EYT

g. when certification is recommended, will also recommend a staff development program to strengthen teaching skills in any area identified by the committee

h. fills out EYA Committee Checklist

i. may schedule first EYA Committee meeting

Teacher Educator--if not in a college/school of education of an institution of higher learning

a. meets with entry-year teacher as often as local board requires

   (1) meets with EYT on Committee a minimum of three times per year

b. assists in matters concerning classroom management and inservice training for the [beginning] teacher

c. observes EYT a minimum of three times per year

d. provides for meaningful parental input as one criterion in evaluating the entry-year teacher's performance

e. makes recommendations to the SDE for certification/second year entry program/noncertification (last option may be used only with second-year entry program participants)

f. when the recommendation is other than for certification, will provide entry-year teacher with a list of reasons upon request by the EYT

g. when certification is recommended, will recommend a staff development program to strengthen teaching skills in any area identified by the committee

h. fills out EYA Committee Checksheet (Recommendation)

Figure 8. (cont.)

Committee Chair

a. chairs committee

b. follows established EYA Program Regulations, including prescribed sequence: Formal Meeting I, Independent Observation I, Independent Observation II, Formal Meeting II, Independent Observation III, Formal Meeting III (must be after April 10)

c. completes EYA Committee Form 002 within one week following Formal Meeting I and returns to SDE

d. establishes a communication system among EYA committee members during Formal Meeting I

e. establishes a schedule during Formal Meeting I for EYA committee members' activities

f. provides committee members and EYT with the observation instrument for review during Formal Meeting I; EYT receives one copy, all others receive two sets of NCR (self-carbon) copies of instrument

g. discusses how to obtain meaningful parental input

h. determines with Committee what will be observed in Observation I

i. completes Form 003 based on majority vote, and presents to Superintendent for signature

j. makes sure that Formal Meeting II with EYT includes these steps:

    (1) review progress

    (2) formulate recommendation

    (3) go over observation instrument with EYT

    (4) determine observation for next visit

k. makes sure Format Meeting III with EYT includes these steps:

    (1) make recommendation concerning certification

    (2) recommend staff development program

    (3) if second year or recommending non-certification, make list of reasons

Figure 8. (cont.)

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first-year teachers, whereas its weak point also was found to be in the committees--in the specific instance of a committee "that's not an effective committee." Concern was expressed with regard to the autonomy of local campuses, particularly in terms of the kinds of staff development made accessible by building principals to first-year teachers: "...you don't have as much control over the information that the entry-year teacher is getting...that maybe they're not going to get (inservice programs) at the building level based on what the priorities of the principal are." Yet, in the broad perspective, the director noted, "when we have an entry-year teacher in our district I feel real good about it, because I know that principal knows that he (sic) is going to work with that person extra time, you know, for a year..." It is perhaps ironic that the director was aware that, due to a reduction in funds, her position probably would be cut for the following school year--leading to possible administrative reassignment at a local campus. Provisions for program leadership for the upcoming year were unclear.

State #2 District A. The year of the RITE study was the first year for the induction program in the district. The individual responsible for directing the program had served in this role since its inception. In our initial interview, the director of the beginning teacher program in this district described the program in terms of a state mandate that has two purposes: (1) "to provide a support system for beginning teachers," and (2) "to verify that these teachers are competent or possess the 24 generic competencies that have been identified by the state." The state dictates certain requirements and "...basically we try to implement the program based on the requirements that have been set forth for us."

The program director described her responsibilities in terms of "coordinating and implementing and providing training for the beginning teacher program." This includes training of support team members and providing orientation to the beginning teacher for the induction program. The orientation is designed to help "...them understand what the Beginning Teacher Program entails, how it will affect them, and what's required and so forth." In addition to the basic requirement mandated by the state the program director explained that in their district, they had prepared staff development training packages in each of the six domains associated with the observation instrument used for assessment. The program director also revealed that she had participated in extensive training for the program, in particular in training with the observation instrument.

The findings from our second interview which covered the features of the induction program in the district are presented in Figure 9. As described earlier, a list of responsibilities was developed from a review of published documents describing the program. Through the interview process the program director verified these responsibilities. In the interview, the director added six "recommended" behaviors to the list of the Beginning Teacher. These additions are noted in Figure 9. No others were added and the rest of the responsibilities were validated from the program directors' perspective as being required in the program.

There were approximately 200 first-year teachers participating in the program in District A during the year of this study. In the fall interview the director stated the expectation that most of the beginning teachers would have no difficulty with the program. She reported that no beginning teacher had failed in the pilot programs. In the final interview she said that she felt that no one would fail the program.

State #2, District A Level Checklist

1. Beginning Teacher

    a. Participates in meetings scheduled with Beginning Teacher Support Staff which shall consist of a peer teacher, a building-level administrator, and at least one other professional educator.

    b. Participates in development of his/her Professional Development Plan.

    c. Participates in recommended group and individualized staff development activities.

    d. Demonstrates the possession of minimum essential competencies.

    e. Requests revision of Professional Development Plan if needed.

    f. Completes activities specified in Professional Development Plan according to scheduled deadlines.

    g.* Understands the evaluation tools that are used.

    h.* Provides correct information during pre-observation conference regarding what will be taught.

    i.* Initiates requests for assistance.

    j.* Lets observer(s) know if observation should be rescheduled, and why.

    k.* Lets someone know whether he or she perceives a problem that some members of the team failed to notice.

2. Peer Teacher

    a. Provides support, counseling, feedback, and/or instruction to the beginning teacher.

    b. Participates in all formal meetings scheduled by the Beginning Teacher Support Staff.

    c. Participates in the development and revision (if needed) of the beginning teacher's Professional Development Plan.

    d. Participates in the Beginning Teacher Support Staff Training activities as specified in the Professional Development Plan.

    e. Assists the Beginning Teacher in preparing lesson plans as specified in the Professional Development Plan, if needed.

*added by program director during interview as "recommended"

Figure 9.

f. Makes informal and formal observations in the Beginning Teacher's classroom for the purpose of diagnosing strengths and weaknesses and providing feedback and assistance to the Beginning Teacher based on the diagnosis.

g. Provides information for the formative stages of the evaluation process.

h. Participates in training sessions devoted to the state's Performance Measurement System.

3. Building-level Administrator

a. Organizes and selects members of the Beginning Teacher Support Team.

b. Serves as chairperson of the Beginning Teacher Support Team.

c. Schedules meeting of Beginning Teacher Support Team.

d. Participates in the development of the Beginning Teacher's Professional Development Plan.

e. Coordinates revision of the Professional Development Plan if requested by the Beginning Teacher or is he/she or any other member of the Beginning Teacher Support Staff believes that revision is necessary.

f. Makes a minimum of three formal observations annually in each Beginning Teacher's classroom.

g. Assesses each Beginning Teacher for possession of the state's Twenty-four (24) Generic Competencies.

h. Provides released time to the Beginning Teacher and the Peer Teacher when scheduled activities in the Professional Development Plan require it.

i. Maintains the Beginning Teacher Portfolio.

j. Completes all summative evaluations of the Beginning Teacher assessment. (principal only)

k. Verifies that the Beginning Teacher has satisfactorily demonstrated teaching competence based on the state's Twenty-four (24) Generic Competencies and is eligible to receive a state Regular Teaching Certificate. (principal only)

l. Sends the completed Beginning Teacher Portfolio to the Assistant Superintendent for Personnel.

Figure 9. (cont.)

m. Oversees completion of the Professional Development Plan.

n. Participates in training sessions devoted to the state's Performance Measurement System

4. Other Professional Educator(s)

a. Participates in formal meetings scheduled by the Beginning Teacher Support Staff as specified in the Professional Development Plan.

b. Participates in the development and revision (if needed) of the Beginning Teacher's Professional Development Plan.

c. Provides resource and support services to the new teacher.

d. Makes periodic formal and informal observations of the Beginning Teacher's classroom for the purpose of diagnosing strengths and weaknesses and providing feedback and assistance to the Beginning Teacher based on the diagnosis.

e. Provides information for the formative stages of the evaluation process.

f. Participates in training sessions devoted to the state's Performance Appraisal System.

Figure 9. (cont.)

In commenting on the program at the end of the year, the director expressed the view that its greatest strength rests in the support system created for the beginning teacher. In addition to the benefits for the beginning teacher, she identified numerous other positive consequences for the program. The one stressed most was the effect of participation on the peer teachers in terms of enhanced professional status and growth in knowledge from participation in the training and enactment of the program. She commented also that administrators had benefitted from the program through improved observational skills. Finally, she expressed the view that the students in the classrooms were also the benefactors of the program in terms of enhancing learning outcomes. No weaknesses or negative consequences were identified, although some "problems" with the paperwork burden and getting started early enough in the year to help the beginning teacher were noted. The director's view of the program is best summarized in her statement: "I don't know of any one thing that has had as positive an effect throughout the state as this program."

State #2 District B. The year of the RITE study was the first year for the induction program in this district also. The individual responsible for directing the program in the district had served in this role since the program's inception. Directing the beginning teacher program was her sole responsibility in the district. She described herself in our first interview as the program coordinator responsible for implementing the beginning teacher program in the district.

The director described the overall purpose of the program as one of supporting teachers during their first year of teaching. She discussed the purpose of the program also in terms of an intended effect on pupil learning: "...we want the students in a beginning teacher's classroom to be able to achieve as well as students in a more experienced teacher's classroom." In our initial interview, the director described the intensive training she had received from the state in preparation for the program. She confided that the program was running much more smoothly this year than it had in a pilot effort the previous year. She attributed this to the learning that had taken place during the start-up year.

In the second interview (mid-year), the director stated that the program was running according to plan. There were 199 beginning teachers enrolled in the program. At the time of this interview she had knowledge of only five beginning teachers who were having any serious problems in their teaching assignments.

The findings from our second interview which related to the features of the induction program in the district are presented in Figure 10. As described in the previous sections, a list of responsibilities was developed from a review of published documents describing the program. Through the interview process the program director verified these responsibilities. During the interview the director added one optional responsibility (d) to the beginning teacher's list relating to the freedom to add information to the portfolio. The director also noted that responsibility "e" of the "building level administrator" and (b) of the "other professional educator" regarding ongoing instruction and counseling were "recommended" and not required. This kind of involvement, she noted, is the primary responsibility of the peer teacher. She also stressed the difference between "observation" and "evaluation" in the responsibilities of the team members. The peer teacher and the other educator are required to observe but not to evaluate. That is, they served as "data collectors" but make no

State #2, District B Level Checklist

1. Beginning Teacher

   a. Helps schedule and participates in classroom observation and assessment procedures.

   b. Participates in the formation of his/her individual plan of development and is responsible for its implementation.

   c. Participates in group and individualized staff development activities.

   d.* Add to portfolio any items that they want to put in.

2. Peer Teacher

   a. Participates in supervisory team training activities.

   b. Provides ongoing instruction and counseling to the beginning teacher.

   c. Participates in the formulation of the beginning teachers' individual plan of development.

   d. Makes a minimum of one formal formative observation in the beginning teachers' classroom to be preceded and followed by conferences. A written report follows.

3. Building Level Administrator

   a. Organizes and selects members of the Beginning Teacher support team.

   b. Serves as a leader for the support staff team.

   c. Participates in supervisory team training activities.

   d. Coordinates a school-level orientation meeting with support staff and beginning teacher.

   e.* Provides ongoing instruction and counseling to the beginning teacher.

   f. Participates in the formulation of each beginning teacher's individual plan of development.

   g. Holds major responsibility for evaluations of beginning teacher and makes formal observations (2) associated with the summative evaluation process.

*optional
Figure 10.

h. Makes a minimum of one formative observation in each beginning teacher's classroom to be preceded and followed by conferences. A written report follows.

i. Verifies to the Superintendent that the beginning teacher has satisfactorily demonstrated teaching competencies based on the state's Essential Teacher Competencies specified in State Board Rule 6A-5.62(2)(j) plus the additional Exceptional Education Identification Competency and is eligible to receive a state Regular Teaching Certificate.

4. Other Professional Educator

a. Participates in supervisory team training activities.

b.* Provides ongoing instruction and counseling to the beginning teacher.

c. Participates in the formulation of the beginning teacher's individual plan of development.

d. Makes a minimum of one formal observation in the beginning teacher's classroom to be followed by a formative conference.

e. Recommends resource and support services to the beginning teacher and to other members of the support staff, which may include a) coordinating materials and activities for implementing the individual plan of development and b) scheduling inservice activities and/or university assistance, if needed.

Figure 10. (cont.)

judgments per se. Making judgments in the true sense of evaluation is the responsibility of the building level administrator (usually the principal).

In the final interview, the program director described the strengths of the program in terms of: (1) the assistance afforded to the beginning teacher; (2) the fact that there is more than one person making decisions on certification; (3) the challenge for continuing growth that it (the program) offers to the strong beginning teacher; and (4) the way in which the processes included in the program develop a spirit of "self-assessment" which is basic to continued professional development. The last point was taken to apply not only to the beginning teacher but also to the other members of the support team.

The program director described the weaknesses of the program as twofold: (1) the amount of documentation required by law that often gets in the way of doing the job well; and (2) some questioning of the research base on effective teaching that underpins the observation system in use. The concern over the last point was with respect to certain areas of the 24 essential competencies for which there is no research base. When asked to describe any adjustments that were being made in the state program in response to local circumstances, the program director confided that in their program they require only the minimum number of observations set forth in the state guidelines. She was aware of programs in other counties where the local guidelines required more than the minimum. Her intent here was to encourage decision-making on the part of individual teams based on what is needed and not what is mandated.

In summary, the director was very positive about the beginning teacher program in her district. Her comments indicate that the program was being implemented without great difficulty and in accordance with state guidelines.

Discussion of District Level Findings. Our analyses of the interviews with district level directors confirmed implementation of the beginning teacher programs in each of the four districts as having "high fidelity" (Loucks, 1983) with the broad state mandates and locally adopted provisions. Through the course of interviews spaced over the year, the program directors also demonstrated ongoing awareness of the progress of the beginning teachers included in our sample even though these teachers represented only four of the many first year teachers in each district.

The only two problems that surfaced with any consistency at the district level were with respect to "getting started" and support team assignments. Getting started problems revolved around making an early contact with the beginning teacher to explain the program. Some of our beginning teachers were unaware of the details of the program as far as eight weeks into the year. Part of this uncertainty had to do with the fact that the programs were relatively new in the districts, part had to do with the fact that some of our beginning teachers were "late hires," and part had to do with the confusion among many of the participants as to the role of the RITE research team in the beginning teacher program. Team assignment problems occurred in several cases. In some cases there were difficulties in locating a peer teacher with a "similar" assignment at the local campus level (e.g., a band teacher). In other cases, there was difficulty identifying appropriate "other educators" who were available and not overburdened by participating on too many teams in the district.

Schools

Our data indicated that substantive implementation across school sites was most often associated with two factors: (1) strong team leadership; and (2) the beginning teacher having just completed student teaching at the school. The "formal" leadership role was most often assumed by the building level administrator but in some cases the "other educator" took on this responsibility. In cases where no strong team leadership appeared, the school level induction programs were more focused on procedural compliance. Six of the 16 beginning teachers in our sample had completed student teaching in the school to which they were assigned for their first year of teaching.

Team roles and responsibilities. The members of the support teams were asked about their perceptions regarding their own and the other members' qualifications and preparations for their role on the team. Twelve of them responded. Most comments focused on training received by building level administrators, qualifications of other educators and preparation of new teachers.

Three building level administrators commented in a positive way with regard to their own training, three reported receiving no training and two reported receiving training but offered no comments with regard to its quality.

Five building level administrators were very positive about the other educator on their team. Only one building level administrator made a generally negative evaluation of the other educator:

> "She (other educator) presented herself as unqualified and not knowing anything about teaching or the induction program...no credibility."

Two building level administrators stated that their new teachers' preservice training was "lacking" and had not adequately prepared them for their role as a first year teacher.

The 14 peer teacher responses to this item indicated a personal, more subjective evaluative stance in contrast to a technological or criterion-referenced base. All of the peer teachers reported being unclear about the program requirements regarding team members' qualifications and preparation for assuming their team roles. In the absence of program specifications, the peer teachers used their own criteria for making judgments, drawing on their personal experiences, craft knowledge and their assumptions about what ought to be done in the various team interactions. Where the building principal was seen as knowledgeable about the program, competent in administration, and supportive of teachers, satisfaction was most strongly expressed. Any feelings of personal inadequacies appear to diminish in proportion to the degree of reliance on the principal's judgment in selecting the peer teacher: "I must be qualified or the principal would not have chosen me. Whatever training or help I might need will be forthcoming."

The strongest dissatisfaction was expressed when there was lack of confidence in the judgment of the principal or when the principal was viewed as poorly qualified for the role expectation of the programs.

> "The principal never taught in a classroom...doesn't feel positive about this program--it's just another chore he's got to get done. I pointed out to him that you'd better go in there (in classroom for observation) on a day when the lesson plan says "today we're going to review" because you don't necessarily do that every day...When a man has never written a lesson plan and executed (sic) them himself you

have trouble relating--any program is fenced in by the personality and talents of the people administering it."

Ten of the peer teacher responses were "yes-but" expressions of some satisfactions and some dissatisfactions. In some cases the peer teacher questioned her own qualifications:

> "(Principal) called me into the office this morning (end of October). I am to be a 'peer' teacher for (x), who just joined our faculty several weeks ago. I was floored to put it mildly! I do not want to do it! (Principal) assures me that I have the right credentials for this assignment. I do not agree!"

In other cases it was the principal's qualifications that came into question. And on some teams the other educator was viewed by the peer teacher as less than satisfactory: "(Other educator) was not helpful, not equipped well enough for the job. (Other educator) would drop by and ask me (peer teacher) 'well, how do you think (new teacher) is doing?'"

In some teams, special satisfaction was expressed by the peer teacher regarding the administrator and the other educator:

> "I was most impressed with (the other educator) who did a fine job of leading us into something new."
>
> "(Other educator) was fantastic."
>
> "(Other educator) helped ease (the new teacher) through the program."
>
> "(Principal) knew all about program checklist and how to use it...very helpful."

Satisfaction with the training also differed among the peer teachers. Some of them reported that they received no training; others reported minimal training two months or so after the start of school.

"Our late training was mind-boggling in that they gave us so much so fast. It was too much."

"The training workshops were valuable--a wealth of materials--I've learned a lot--It's forced me to improve my own act."

"There were five seminars scheduled--I went to the first one and it was such a lot of nonsense that I haven't gone back."

Finally, there were four peer teachers who were very satisfied with the other members' qualifications and performance. Two of these teachers were in the same school in one state and the other two were in the same school in the other state. In both cases the peer teachers and the new teachers with whom they worked were unusually positive about the principal. All four reported that their principal was knowledgeable about the program, functioned effectively as an instructional leader, and offered much personal support to the teachers.

Fourteen other educators responded to this question about their perceptions regarding their own and other team members' qualifications and preparations for their role on the team. Their comments tended to focus on their satisfaction with the support team with whom they were working, the quality of their own and other team members' training, and their satisfaction with their own role.

Six other educators commented about their teams in very positive ways. One other educator, who was serving on several teams not included in the study, referred to her team in the study as "the best I am working with this year." Another other educator, who had also served on several support teams, commented regarding her principal: "I rate him as one of the better principals that I have worked with in the induction program."

One other educator, however, found the building level administrator with whom she was working "slightly confused" about the program but commented that the peer teacher had been a "tremendous help" to the new teacher. Two other educators reported that the building level administrators were confused about the program and its requirements. Five other educators reported that the training provided by the district for other educators had been extremely beneficial. Three other educators found their training lacking: training was reported as being either too late (mid-October) or nonexistent. One other educator reported dissatisfaction with the training provided for the peer teacher on her team.

One other educator felt that role was treated as secondary to the peer teacher and building level administrator roles, one was satisfied with the role and two expressed concern because their expertise was in a different field from the new teachers.

Approximately half of the other educators commented on the high quality of their support team while two other educators expressed concern about one or more team members' qualifications.

Process of implementing activities. In an exit interview peer teachers were asked about the implementation of mandated program activities. Their responses indicate strong concerns with time and deadline pressures, and the fear that a qualified new teacher might be denied certification because of a procedural error. In reacting to these concerns, they reported focusing on getting the paperwork done on time and making sure it documented compliance with program requirements.

In most cases this emphasis was not in conflict with substantive intent and in fact enhanced it by providing impetus for continuing and focused attention to helping the new teacher make a successful transition from student of teaching to teacher. In some cases, however, where resources were inadequate to meet the requirements, both activities and schedules were subjected to creative manipulation in situation specific variations. The following quotations from interviews with peer teachers are illustrative.

Regarding mandated observations:

"I think the principal, he is very informal, so I think he does a lot of observing, just, he often tells us he doesn't have to be in our classroom to know what's going on."

"I've done 30-40 observations. I'm in the room a lot and I can look up and see what's going on."

"(In a peer teacher training session on questioning) questions were broken down into five groups and you were to select a group and see how often the new teacher used it and whether the new teacher called on boys or girls. To me that's a lot of nonsense. I don't need paper and pencil for that. I can see it. I don't have all day to sit and observe."

Regarding required assistance:

"The new teacher was given several suggestions to work on."

"There is a school policy where we have to spend at least two hours a week with the new teacher--we have no written materials on how to be a peer teacher."

"I have assumed that (assistance) should be a part of my role and I have done that but the only thing that the trainers of the peer teachers listed as our role was the one formative evaluation..."

"Be supportive and nurturing."

While most of the responses indicated meetings took place as directed, there were reports of interesting exceptions. For example, one peer teacher reported that on the day of the final interview with RITE staff she mentioned to the administrator that she might be questioned about the mandated committee meeting. There had been no meeting but the administrator "hurriedly scheduled one" which took place the day of the RITE interview and lasted only 15 minutes.

All of the peer teachers recommended that their new teacher be certified, although only four of the peer teachers reported an understanding of the evaluation criteria. All of the peer teachers viewed the program as primarily one of assistance but were aware that they were required to observe the new teacher for assessment purposes. One peer teacher explained that her new teacher was not fearful of the observation because "we can tear up the evaluation and do it again and again if she's uncomfortable with what I saw."

The implementation of required activities was accomplished with least effort when the members of the team served willingly, were compatible and respected the competency of one another, when schedules and responsibilities of the team members easily accommodated the required interactions, and when the new teacher adjusted quickly and well to the teaching situation. In the cases where the new teacher had done student teaching with the peer teacher and been highly successful in the eyes of both peer teacher and administrator, the induction program was little more than a follow-up verification of the competency achieved during student teaching. The requirements of the program were only perfunctorily met, the decision regarding the competency of the new teacher having been made prior to employment.

Complaints centered around time diverted from other things, paperwork viewed as unnecessary and rather meaningless, added pressure on new teachers, and the redundancy of re-evaluating "qualified teachers." Teams met as directed, observations were made and reported, forms were completed and recommendations made. Reported effects ranged from irritation at the time-consuming requirements perceived as unnecessary, through indifference because program requirements were subsumed under existing school programs, to appreciation of the opportunity and direction for focusing on assisting the new teacher to make a successful entry into teaching.

Problems and concerns. The members of the support team were interviewed regarding their perceptions of problems and concerns that arose in relation to program implementation.

Three of the 15 peer teachers who responded reported that they had no major problems or concerns. These three and one other peer teacher reported that there was an excellent rapport between them and the new teacher to whom they were assigned. Other teachers mentioned the importance of the personal relationship between team members. Time and paperwork were consistently mentioned as points of concern for most of the peer teachers.

Other issues included: (1) lack of training; (2) qualifications; (3) mismatch of team members; (4) pressure on new teachers; (5) redundancy of program; (6) the instrument used for evaluation; (7) possibility of law suit; (8) attitudes; (9) evaluation of peer teacher; (10) method of selection and appointment of peer teachers.

Eleven building level administrators reported concern over the amount of time required by the program, and the lack of time for scheduling meetings, observations and doing paperwork. For example, one building level administrator stated "the major problem...is the scheduling of meetings..." "The most difficulty is finding the necessary time to complete the requirements of the program and to spend time with the teacher...and that's been...frustrating..."

One building level administrator reported problems with the other educator being "nonexistent." "The other educator...due to miscommunication...was not present at the final evaluation meeting." We were kind of disgusted that she wasn't there...The support team just worked around the other educator...(they) wrote her off."

Two building level administrators reported concerns about the peer teacher selection process. One building level administrator didn't want to participate in the induction program unless he had full authority to select the peer teacher. One principal resented the role of the teacher's union in the peer teacher selection process and believed their candidates are really not the best teachers.

Four building level administrators expressed concern related to teacher performance, questioning how to help a teacher who was already doing a good job and how to help a teacher feel secure, be able to deal with stressful demands, and implement suggestions.

Three building level administrators raised concerns about money for the program. One building level administrator was very concerned that new teachers were being paid while they learned. She felt that all the new teachers' concerns and needs should have been taken care of at the undergraduate institution. One building level administrator felt the other educator and the administrator should receive some stipend. One building level administrator questioned whether the program was really helpful to the new teacher or just an answer to the critics of education. "Is the program designed to help the new teacher or just another theory from the ivory castle!?"

Fourteen other educators responded to the question regarding their perceptions of problems and issues related to the induction program. Answers for the most part focused on lack of time to carry out the program appropriately, problems inherent in the program, and the mandated role and responsibilities of other educators.

Seven other educators mentioned that lack of time was a problem. These other educators felt the induction program responsibility had been added to an already full schedule. "The lack of time to devote to the new teachers and their needs made quality assistance and assessment of new teachers almost impossible." One other educator remarked:

> "I counted up (the # of meetings) the other day and I came up with 55 meetings...It's extremely time consuming. The only negative thing (about the induction program) is just my not having enough time."

Other educators expressed concern with the purpose(s) of the program as well as its design. They felt that, given the constraints of the program, it could not screen out unqualified new teachers.

> "If it's a screening out process, then forget about it because it doesn't work. If it is a growth process then let's change it and call it this way and remove the evaluation component..."
>
> "Three observations are nowhere near sufficient for the new teacher who is having major difficulties."
>
> "The program focused on easily measured items and did not pay attention to other areas which were more difficult to measure but which were critical to desirable/effective teaching. When you start identifying specific skills...there is the danger of leaving out some items that are not as easily measured. Minimum becomes maximum."

Some other educators felt that certain teaching situations (e.g., K-1, Learning Disabilities) were not appropriately measured by the observation guides provided with the induction programs. Some other educators expressed concern about their roles and responsibilities as mandated by the state. Three were concerned about their qualifications for the role. (Two were outside of the new teachers' teaching field, and one felt the other educator should be someone off-campus.) Most other educators expressed concern over the number of observations they were required to perform. They felt that observations should be more numerous and across more periods in the school day and/or subject matter.

In summary, other educators were concerned about the large amounts of time required by induction programs, their own qualifications for the role, the nature of their observations of the new teacher, and the constraints inherent in the program's designs and purposes. This concern with the program designs and purposes, and, thus, its effects in terms of assistance and/or evaluation is reflective of the concern which Hoffman and Defino (1985) found at state level.

New teacher ratings of assistance. For most of our beginning teachers the most significant positive force on their experience was the peer or support teacher. The peer or support teacher was rated as extremely influential early in the year and continued to grow in influence as the year progressed. Peer/support teachers were regarded as and referred to by beginning teachers variously as mentors, counselors, friends, and colleagues. They were valued primarily as a source of practical information and secondarily as a source of psychological support. Contacts with principals and other educators, though less frequent, were noted by many of the beginning teachers as being important influences on their first year of teaching. The contacts with the principal through the program (when positive in nature) were interpreted and valued by the beginning teachers as approval and acceptance by the primary authority figure in the school. The "other educator" seemed to have the least impact on most teams but was still rated as an important contributor by most of the first year teachers. In the state where the other educators were drawn exclusively from institutions of higher education, the comments of the first year teachers reflected the feeling that the approval of the other educator of their teaching performance was a continuing affirmation of their success and growth from the preservice experience.

Fifteen new teachers completed a rating scale on their support teams. Eleven of the 15 were very positive about the support provided by the team, three were less positive and one was very negative. The following comments by new teachers are illustrative of their perception of the assistance they received.

> "I feel secure with my peer teacher. She's always ready to assist! Thank Goodness!"
>
> "My peer teacher is most supportive and is helping me step by step."
>
> "How thankful I am and how fortunate I feel to have the peer teacher that I have. She is nothing but sheer support and encouragement to me."
>
> "I attended a new teacher meeting led by staff development. My peer teacher was in charge of one domain which of course I attended...It lasted three hours and was quite beneficial to me. It really pointed out some interesting points about making a test, critiquing a test, grading a test, etc."

> "He's (the building level administrator) been real helpful...just makes me feel real comfortable about the entry year." (The first week of school he helped her move boxes and also helped with bulletin board.)

The following comments indicate the strength of the feeling of one of the four new teachers who were not well satisfied with their experience.

> "He (Principal) was of no value. He probably got his job through the Peter principle. We don't know what our relationship is. We don't know what we're expected to do. They were worthless as a team! Their function was to complete paperwork properly!--That's it!"

Discussion. Fullan (1985) concluded from extensive and intensive review of change literature that effective change is more likely to occur when both pressure and support are present and working in the same direction. He suggested that pressure without support is likely to result in alienation while support without pressure is likely to result in wasted resources. Maintaining that change is a learning process, he proposes that cognitive mastery or integration occurs into the program, not prior to involvement.

In this study, the process and effects of the school level implementation of the state mandated induction programs can be understood in these terms. Both pressure and support are built into the induction programs. The salient points of perceived support were: (1) provision of time for carrying out required activities such as attending meetings, making observations, and doing paperwork; (2) availability of information and training with regard to assigned roles and responsibilities; (3) clear and continuing directions for meeting program requirements; (4) competent, knowledgeable supervisors; and (5) personal relationships. The points of perceived pressure were: (1) program requirements; (2) evaluations; (3) accountability; (4) team membership; and (5) effects.

The implementation of the induction programs obviously produced pressure on the persons involved and on the organizational structure of the school. Support was provided through material and personnel resources. In situations where institutional regularities and personnel qualifications were adequate to the tasks there was a more positive perception of the program and a more substantive approach to compliance. When resources, whether material or human, were inadequate for the task, the perception of the program was less positive and the compliance less substantive, although in both situations, compliance with procedures was equated with success.

Although there was only one situation in which the resources were so inadequate as to result in complete alienation, there was general complaint about the lack of time, information and personnel qualifications, and about the timing and appropriateness of both assistance and assessment activities.

In almost all situations, perceptions, understandings and attitudes regarding the program became more positive over time. At the end of the experience all new teachers received certification and, in addition, all new teachers were evaluated positively on a rating scale supplied by the RITE study. Most of the new teachers reported positive perceptions regarding their team.

With some exceptions, it appears that the balance between pressure and support in implementing new teacher programs in the sample schools did facilitate a learning process during the program. This suggests that the induction programs in the two states are successful in assisting the new teacher to make the transition from student of teaching to teacher.

The perfunctory nature of the compliance with evaluative or screening requirements, the general hesitancy to make official any concerns or negative judgments about the competency of the new teacher, and the remarkably large percentage of the new teachers recommended for certification, suggest that the induction programs may not be serving a screening function.

Instructional Level

From a review of related literature (Adams, 1982; Berliner & Tikunoff, 1976; Broadbent & Cruickshank, 1965; Fogarty, Wang, & Creek, 1982; Johnston & Ryan, 1980; Johnston, 1981; McEwing, 1981; Pigge, 1978; Sandefur, 1982), two general conclusions may be offered about beginning teachers' instructional skills: first, relatively little research has been conducted in the classrooms of beginning teachers; and second, according to the research which has been conducted, new teachers encounter certain problems with regularity. Those problem areas include planning and organization, classroom management, pupil motivation, and individualization of academic tasks. With this in mind, the RITE program chose, as one focus for the Teacher Induction Study, a description of the classroom practices of the beginning teachers.

The findings from this level concentrate on the data collected through classroom observations using the Barnes Teacher Observation Instrument (BTOI). The BTOI, which was designed for a previous research study conducted by the RITE program (Griffin, Barnes, O'Neal, Edwards, Defino, & Hukill, 1983), provides frequencies of 115 behaviors of classroom teaching organized into 10 categories (see Appendix E). These behaviors have been associated with "effective teaching" when defined as teaching associated with increased student achievement on standardized tests in mathematics and reading (Barnes, 1981). Those observations focused on (1) six categories related to academic instruction (planning and preparation, presentation of academics, interactions, practice, seatwork, and holding students responsible for assignments) and on (2) four categories related to classroom organization and behavior management (organizing the classroom, presentation of rules and procedures, holding students responsible for behavior, and reacting to student behavior). Observers were trained to an 80% level of inter-observer reliability. The following discussion of findings is organized around four factors (Table 4): (1) differences between states, (2) differences between districts within states, (3) differences over time, and (4) state by time interactions.

Differences between states

Statistically significant differences between states were found for three categories: Interactions, Seatwork, and Holding Students Responsible for Behavior. For Interactions (Table 5) and Holding Students Responsible for Behavior (Table 6), the differences favored State 2 and for Seatwork the differences favored State 1 (Table 7). The higher mean frequencies for State 2 appear to be related to the beginning teacher evaluation instrument used in State 2. That instrument, and the associated training for teachers and administrators, specifically addressed effective teaching behaviors related to (1) verbal interactions between teacher and students and (2) managing student behaviors.

The results for State 1 may be explained by examining the individuals within the states. Two teachers within State 2 never assigned seatwork. Their teaching assignments were in nonacademic areas, and seatwork was not appropriate to those assignments except in rare circumstances. None of the teachers in the sample in State 1 were similarly assigned; therefore, the

Table 4. Results for Statictically Significant ($p < .10$) ANOVAS by Factors and Category

Factor	Category	Significance of F
State		
	Interactions	.02
	Holding Students Responsible for Behavior	.07
	Seatwork	.05
District within State		
	Planning and Preparation for Academics	.05
	Organizing the Classroom	.06
Time		
	Organizing the Classroom	.02
	Presentation of Rules and Procedures	.01
State by Time Interaction		
	Planning and Preparation for Academics	.01
	Presentation of Academics	.03

Table 5. Mean Rates for Interactions by State

State	
1	2
.0355	.0594

Table 6. Mean Rates for Holding Students Responsible for Behavior by State

State 1	State 2
.0108	.0110

Table 7. Mean Rates for Seatwork by State

State	
1	2
.0181	.0169

higher rate for State 1 is probably related to the subject areas taught by the participants.

Differences between districts within states

On two categories, Planning and Preparation for Academics (Table 8) and Organizing the Classroom (Table 9), the two districts within State 1 produced significantly different results. Although both of these categories involved evidence of teacher planning such as posted schedules and posted rules and procedures, the direction of the differences was not consistent for both categories, i.e., District A produced the higher mean rate for Planning and Preparation for Academics while District B had the higher mean rate for Organizing the Classroom. The district difference for Planning and Preparation for Academics stems from two teachers in District B who did not exhibit any evidence of planning during Time 2. For District A, all teachers exhibited some evidence of Planning and Preparation for Academics during each observation. Why this difference occurred is not evident from the data gathered.

The opposite situation existed for the results for Organizing the Classroom. The teachers in District A in State 1 consistently exhibited higher mean rates for evidence of Organizing the Classroom. However, in District A in State 1, one teacher exhibited evidence of Organizing the Classroom only in Time 3. The reason for this extreme, low mean rate, which accounted for most of the difference between the districts, is not apparent in the data analyzed here.

Differences over time

For two categories, Organizing the Classroom (Table 10) and Presentation of Rules and Procedures (Table 11), differences in mean rates over time were significant. As the year progressed, posting of rules and

Table 8. Mean Rates for Planning and Preparation for Academics by District within State

State			
1		2	
District A	District B	District A	District B
.0122	.0044	.0053	.0053

Table 9. Mean Rates for Organizing the Classroom by District within State

State			
1		2	
District A	District B	District A	District B
.0112	.0302	.0155.	.0180

Table 10. Mean Rates for Organizing the Classroom by Time

Time

1 September	2 October	3 February
.0355	.0130	.0094

Table 11. Mean Rates for
Presentation of Rules and Procedures
by Time

Time		
1 September	2 October	3 February
.0199	.0021	.0003

procedures occurred less often. This is not surprising; as students learned the culture of the classroom and internalized what was expected of them as the year progressed, the teachers posted rules and procedures less often. The decline in presentation of rules and procedures can be explained with the same rationale. Although mean rates declined in both categories, no significant increase was noted in the teacher Reaction to Student Behavior category (which included attention to misbehavior). Apparently, teachers accurately judged that the need for posting and presenting rules had passed as the year progressed.

State by time interactions

In two categories, Planning and Preparation for Academics (Table 12) and Presentation of Academics (Table 13), significant interactions for state by time were noted. For Planning and Preparation for Academics, the interaction is not easily explained by the data available. State 1 exhibited higher mean rates in Times 1 and 3 while State 2 had the higher mean rate in Time 2. The reason for the increase for State 2 and the decrease for State 1 is not evident at this point in data analysis.

The State by Time interaction for Presentation of Academics is seen in the change from comparable mean rates for Time 1, a much higher mean rate for State 2 during Time 2, and moderation of that difference during Time 3. The results may be related to the evaluation system in place in State 2. That system focused largely upon measuring the beginning teacher's implementation of a direct instruction model of teaching. The specificity of that system may have influenced beginning teachers toward increased use of direct instruction as they became more aware of the induction program requirements.

Table 12. Mean Rates for Planning and Preparation for Academics for State by Time Interaction

Time

	1 September	2 October	3 February
State 1	.0099	.0048	.0086
State 2	.0040	.0097	.0021

Table 13. Mean Rates for Presentation for State by Time Interaction

	Time 1 September	 2 October	 3 February
State 1	.0453	.0253	.0329
State 2	.0433	.0594	.0419

Discussion

The impact of the state mandated induction programs appears to be minimal in regard to the differences in classroom practices of the beginning teachers in this sample. Few differences between states were found; however, those which were can probably be attributed to evaluation systems associated with the induction programs. The RITE observations conducted through much of the first year of teaching confirmed expected changes as beginning teachers and their students learned more about the beginning teachers' classrooms. Despite different induction programs, at the instructional level the beginning teachers in both states were more alike than different.

Personal Level

The findings related to the personal level will be reported and discussed in terms of three major areas: perceived sources of influence on classroom practices; shifts and developments in concerns about teaching; and degree of satisfaction with teaching and the beginning teacher program.

Perceived sources of influence on teaching practices

Data were collected on perceived sources of influence on teaching practices at two points during the year (once in the fall and once in the spring). In the fall of the year each subject was interviewed by a member of the research team. This face-to-face interview was designed to explore sources of influence on classroom teaching practices. Eleven sources of influence were focused initially. These 11 sources had been identified through a review of the teacher socialization and induction literatures. The sources were: (1) the teacher's family; (2) their own experiences as a student; (3) contacts with another professional in the immediate school setting; (4) contacts with another outside of the immediate school setting;

(5) evaluation procedures; (6) day-to-day experiences with the students in the classroom; (7) undergraduate coursework; (8) student teaching; (9) program requirements (e.g., teacher manuals, curriculum guides); (10) the principal; and (11) the community.

Each of these 11 sources of influence was typed on a separate card. The interviewer began by asking the respondent to consider the kinds of things that influenced their classroom teaching practices. They were asked to read over the 11 cards and consider the ways in which and the degree to which each was influential. They were also asked if there were other sources of influence on their classroom practices that were not identified on the cards. If other sources were identified, additional cards were written at this time. The next task for the respondent was to rank the cards from the most to least influential on their classroom practices. Once the ranking was complete, the interviewer went through each of the sources of influence, starting with the one ranked most influential, asking the respondent to: (a) rate the importance of the source of influence on their teaching practices on a five-point Likert scale (1 = "not at all" to 5 = "extremely"); and (b) give specific examples of how this source had influenced practice.

The second data collection point came in the late spring of the year when each of the respondents completed a brief questionnaire. Here the subjects were asked to consider once again the issue of sources of influence on their teaching. Specifically, they were asked whether there had been any changes over the year in terms of the degree of influence by any of the sources. The respondents were provided with a summary record of their responses from the fall interview and directed to change the ratings and rankings if they felt there had been shifts in influence over the year.

Where changes were noted, the respondents were asked to explain in what way sources had become more or less influential.

The rankings and ratings from the fall interview were examined statistically using a one-way analysis of variance for differences between the response patterns for beginning and experienced teachers. Only two teachers added an additional source of influence to the predetermined set of 11 thus providing some validation for the selected list of potential influences. The recorded interviews from the fall data collection effort were transcribed and analyzed for trends in the supporting commentary. The data collected through the questionnaires in the spring were analyzed qualitatively for patterns and trends across the two groups of respondents.

The quantitative data collected through the fall interview are summarized in Table 14. Each of the sources of influence is identified with its ranking and rating by the two groups of teachers. Statistically significant differences between the groups in rankings and ratings are noted. For beginning teachers, only one source of influence (contacts out of school) was given a mean rating of less than 2.0 (somewhat influential). The experienced teachers rated four sources (contacts out of school, evaluation procedures, undergraduate courses, and student teaching) at a mean level lower than 2.0 The three highest rankings for first year teachers were: day-to-day experiences with students (X=1.9); contacts in school (X=3.9); and student teaching (X=4.9). The three highest rankings for experienced teachers were: day-to-day experiences with students (2.1); the family (4.8); and the principal (5.0). Statistically significant differences between the rankings of the two groups were found in the areas of the family, the principal, and the community. Each of these sources of influence had a higher mean ranking in the experienced teacher group.

Table 14

Fall Rankings and Ratings for Sources of Influence on Practice

	Beginning Teacher				Experienced Teacher			
	Rank		Rate		Rank		Rate	
Source of Influence	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
1. Family	7.9*	3.5	3.7	1.80	4.8*	3.7	3.6	2.00
2. Experiences as a student	7.4	3.4	2.3	1.30	5.9	3.4	2.3	1.30
3. Contacts in school	3.9	2.0	3.4*	.72	5.4	2.7	2.5*	1.10
4. Contacts out of school	7.9	2.9	1.9	1.40	7.1	2.5	1.4	1.00
5. Evaluation	6.8	3.0	2.1	1.20	7.6	2.5	1.6	1.30
6. Day-to-day experiences	1.9	1.3	3.8	.40	2.1	1.1	3.8	.58
7. Undergraduate courses	6.6	3.2	2.3*	1.10	8.4	2.9	1.3*	1.30
8. Student teaching	4.9	3.0	2.9*	1.20	6.7	3.4	1.9*	1.40
9. Program requirements	5.7	2.7	2.7	1.20	5.7	3.2	2.4	1.30
10. Principal	6.4*	2.8	2.7	.89	5.0*	2.5	2.7	.99
11. Community	7.9*	2.3	2.2	.80	6.3*	2.0	2.4	1.15

*$p < .05$

Statistically significant differences between the ratings of the two groups were found in the areas of contacts in school, undergraduate courses, and student teaching experiences. Each of these sources of influence had a higher mean rating among the beginning teacher group.

Questionnaires were returned by 12 of the 16 first year teachers who participated in the fall interviews. Responses revealed five principal areas in which the beginning teachers perceived changes in the degree of influence. Six of the 12 responding indicated that their own experiences as a student were perceived as more influential to them than had been the case in the fall of the year. These were all secondary level teachers. Nine of the 12 commented on the area of contacts in school. Six reported an increase in influence over the fall. Two reported a significant positive influence but overall less influence for this factor than had been the case earlier. Only one beginning teacher reported a decline and she noted a negative influence. Six beginning teachers mentioned the area of evaluation. Five reported that this source had become less influential. Only one indicated that it had become more important. The four first year teachers who mentioned the area of day-to-day contacts indicated that this source had become more influential. The final area mentioned by first year teachers was that of the principal. Five teachers reported changes in this source. No clear pattern was evident here. Some reported heightened influence; others a decline.

The patterns in responses for the experienced teachers on the spring questionnaire were less clear. Overall, not nearly as many changes were reported from the fall interview as was the case with the first year teachers. There was a slight decline in the rating of importance of contacts in school over the fall interview. There was a slight increase in the rating of importance of day-to-day contacts with students.

Ratings and rankings of sources of influence

The ratings of importance by beginning and experienced teachers suggest that there are indeed many different sources of influence competing for attention as the teacher makes decisions regarding classroom practices. The fact that the overall mean rating for all sources by experienced teachers (2.4) was lower than the rating for beginning teachers (2.7) considered with the fact that the number of sources rated below 2.0 was far greater (4 to 1) for the experienced teachers suggests that the degree and number of sources pressing on beginning teachers are perceived as being greater.

Day-to-day experiences with students was ranked overwhelmingly as the most significant source of influence by both groups of teachers. An "adjustment" theme often tied to immediate feedback ran through many of the comments in this source of influence:

Beg. Tchr.	"How they're behaving determines...how I approach them...in terms of work...in terms of what I expect from them."
Exp. Tchr.	"I adjust to the kids day-to-day."
Beg. Tchr.	"It varies by personality of the class in terms of pacing of instruction."
Beg. Tchr.	"(You) must be flexible in your teaching...you plan...you adjust."

Feedback was a second theme to the commentary offered under this source of influence.

Beg. Tchr.	"Some things work, some don't...a lot of 'em I brought with me don't."
Exp. Tchr.	"The kids are telling me what to do...my practices are totally dependent on the feedback I get from these children."
Beg. Tchr.	"(The students) give you cues as to what's working."

A second theme in evidence under this source of day-to-day experiences is the notion of "negotiated learning."

Beg. Tchr. "...I think...you only learn organization and discipline and that sort of thing by doing it."

For beginning teachers the next highest area of influence in terms of rankings was "in school contacts." Three types of contacts were commented on. By far the greatest number related to the peer/consulting teacher in the induction programs.

Beg. Tchr. "I go to her for advice."

Beg. Tchr. "...We complement each other...I go to her and she can come to me."

A second type of contact was through beginning teachers who had been in the same school as a student teacher and maintained contact with their former cooperating teacher. The third and final type of contact was in working with grade level teams.

The third highest area of influence for the beginning teachers was the student teaching experience.

Beg. Tchr. "...an enjoyable experience...I learned to cope with teaching..."

Beg. Tchr. "It was practical."

Beg. Tchr. "...I saw role models...discipline and so on...how to handle it (teaching)."

Four of the eight beginning teachers who ranked student teaching in their top three sources of influence had completed student teaching in the same school where they were teaching. For these beginning teachers, student teaching had been particularly influential.

Beg. Tchr. "Well, I taught first grade here, same books, same teacher, and everything, and so it was very influential."

Beg. Tchr. "Extremely (influential) since I student taught here...same class, same level...same semester...everything I do reflects student teaching."

Beg. Tchr. "I did it here in fourth grade...so I did a lot of things just like I did them when I student taught."

For experienced teachers, the second highest ranked source of influence after "day-to-day experiences with students" was their family as a child or young person. This was a difficult area to flesh out of the commentary in terms of relating the sources of influence to practices. A number of the experienced teachers seemed to feel that their practices were a close reflection of themselves as individuals. There was a sense of integration, identification, and life-long personal commitment to teaching as a career and a profession. There were only a few beginning teachers who ranked this factor high, and in those cases the commentary typically revealed a parent or parents who were educators themselves.

The third highest area for experienced teachers was the principal. The commentary in this area reflected positive regard for the principal as an instructional leader in the school.

Exp. Tchr. "She's always helping us...behavior...curriculum... parents...she helps you find the answer."

Exp. Tchr. "I have so much respect for her...I want to do as good a job as I possibly can."

Exp. Tchr. "I teach a lot of time because my principal believes a certain way."

Changes in sources of influence over the year

In terms of reported changes in influence from the beginning of the year to the end, the 12 experienced teachers responding to the final questionnaire did not reveal many changes at all in terms of ratings and rankings of factors let alone any systematic trends or patterns. There was a slight decline in the influence of "contacts in school" reported by a few teachers. And this was attributed by at least one experienced teacher to "less interactions by virtue of the time of year."

In contrast, there were numerous shifts reported by the beginning teachers. Over one half of those responding to the questionnaire indicated a rise in the perceived influence of their own experiences in school. This shift was reported predominantly by the beginning teachers in junior and senior high school settings.

> Beg. Tchr. "(My own) experiences as a student were more influential than I thought."

> Beg. Tchr. "(I have) a more conscious reliance on (my own) experiences as a youngster."

Of course most of these beginning teachers were just four years removed from the role of students in such classrooms themselves.

Contacts in school, ranked second highest in the fall interviews by beginning teachers, were reported to have increased in intensity by over half of the respondents. Commentary here continued to focus on involvement with their peer/consulting teacher.

Day-to-day experiences with students, ranked number 1 in the fall interview, was reported to have increased in intensity by four of the beginning teachers with the rest indicating the intensity remained high. The heightening of these two sources of influence, already high to begin with, would seem to indicate that beginning teachers--like their experienced counterparts--were sorting out or focusing their attention on a few rather than a broad array of sources.

The only factor that showed any kind of systematic decrease in perceived influence among the beginning teachers was "evaluation procedures." The mean ranking for the beginning teachers on this factor in the fall was 6.8 with a rating of 2.9 as compared to a ranking of 7.6 and a rating of 3.4 by the experienced teachers. Five of the beginning teachers indicated that "evaluation" had declined over the year as a source of influence on their classroom practices. Some teachers reported that they were "not threatened" by the system of evaluation anymore, one referred to the system as a "joke" and "not meaningful."

Induction programs and sources of influence

Our data indicated that the beginning teacher programs in place in these districts did appear to impact teachers. First, it appears that the "consulting" or "peer" teacher concept was perceived by the beginning teacher to be a significant positive force in affecting classroom practices. The evaluation component of these programs in terms of "performance assessment" measures, however, was perceived as insignificant. And in the case of some teachers the evaluation features appeared to cause irritation and even hostility toward the system. The influence of the principal as support team leader is something of an enigma. In those cases where the principal was rated high the comments of the beginning teacher reflected a perception of the principal as an instructional leader. In those cases where the principal was rated moderate or low as a source of influence, the comments of the beginning teacher reflected a principal who was maintaining a low profile in the school. This pattern, however, did not always hold up as two of our beginning teachers in one district were in the same school. One saw this principal as helpful and providing leadership while the other beginning teacher saw his role as unimportant and at times detrimental to her work as a teacher. No beginning teacher referred to the "other educator" from his or her induction program team as being an important source of influence on practice. However, it should be noted, that other data sources indicated that a few beginning teachers commented on the valuable information the other educator provided.

Shifts and Developments in Concerns About Teaching

All role groups were given the Stages of Concern Questionnaire (Hall, George, & Rutherford, 1977) at the beginning, middle, and end of the study. The new teachers were asked to respond in terms of teaching as the innovation and the team members were instructed to respond in terms of the implementation of the induction program.

Neither peer teachers nor beginning teachers were highly concerned about their innovation. Concerns tended to fall between the 30th and the 70th percentile. Therefore, concerns are discussed in terms of their relative intensity within a fairly moderate range (Figures 11, 12, 13, and 14).

At the beginning of the study personal concerns (Stage 2) were high for peer teachers and beginning teachers in both states. For the peer teachers, however, personal concerns decreased over time while personal concerns for the beginning teachers were high at the end of the study.

In State #1 where the emphasis of the program was on assistance, and where the evaluative instruments called for more subjective determinations, the concerns of the peer teachers moved from personal concerns regarding the program to concerns about collaboration. In State #2 the concerns of the peer teachers had shifted by the middle of the study to strong concern with consequences of the program on the beginning teachers. At the end of the study, peer teachers in State #2 were still concerned about collaboration but were equally concerned about consequences.

There is a major difference in the final scores on Consequence concerns (Stage 4). By this time State #1 peer teachers were focusing on working with others to increase impact on the beginning teachers they were supervising (Stage 5). At the end of the study State #2 peer teachers had high Stage 5 concerns also, but had equally high concerns about the attitude

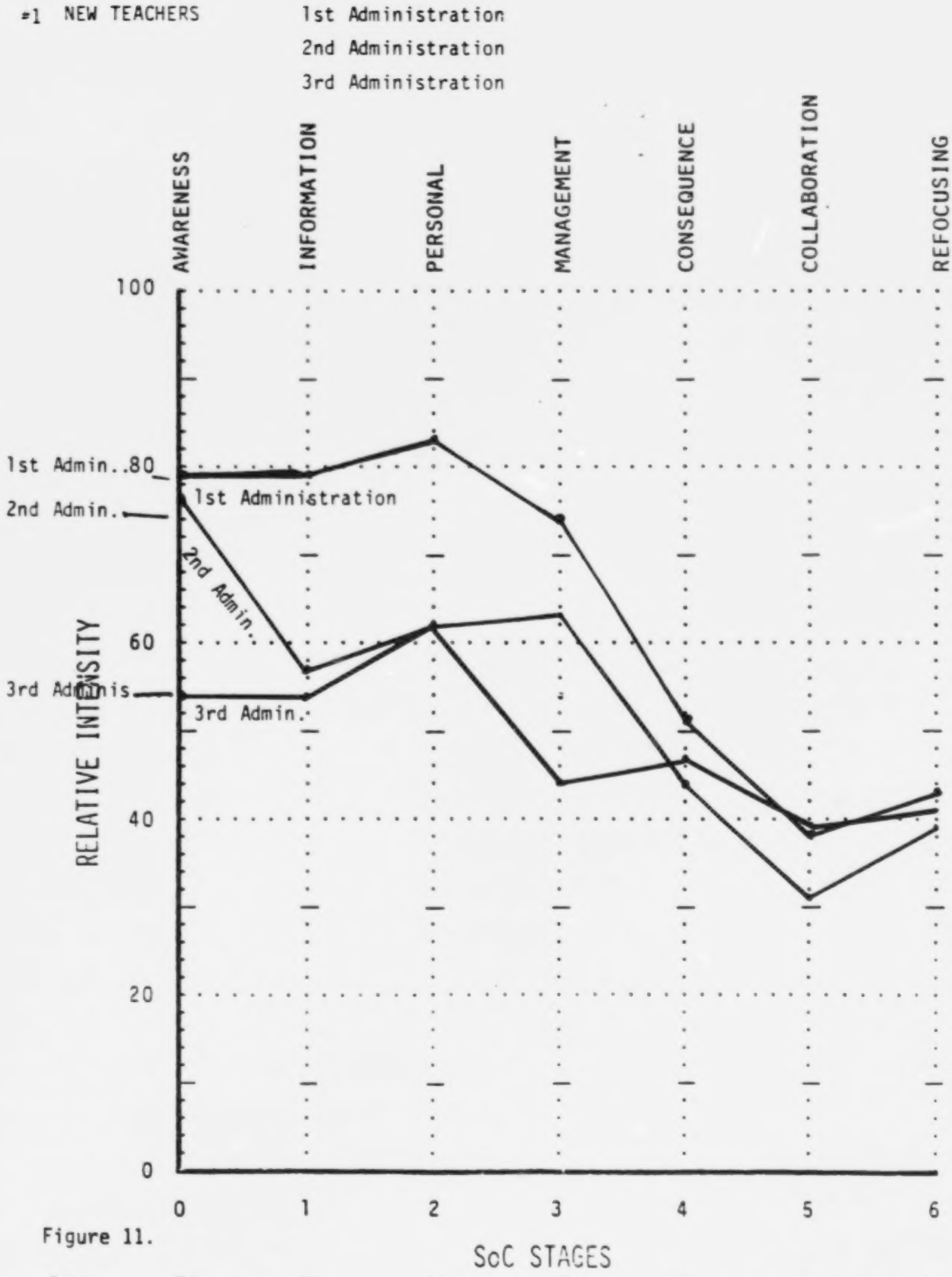

Figure 11.

1st	79	79	83	74	51	38	43
2nd	76	57	62	63	44	31	39
3rd	54	54	62	44	47	39	41

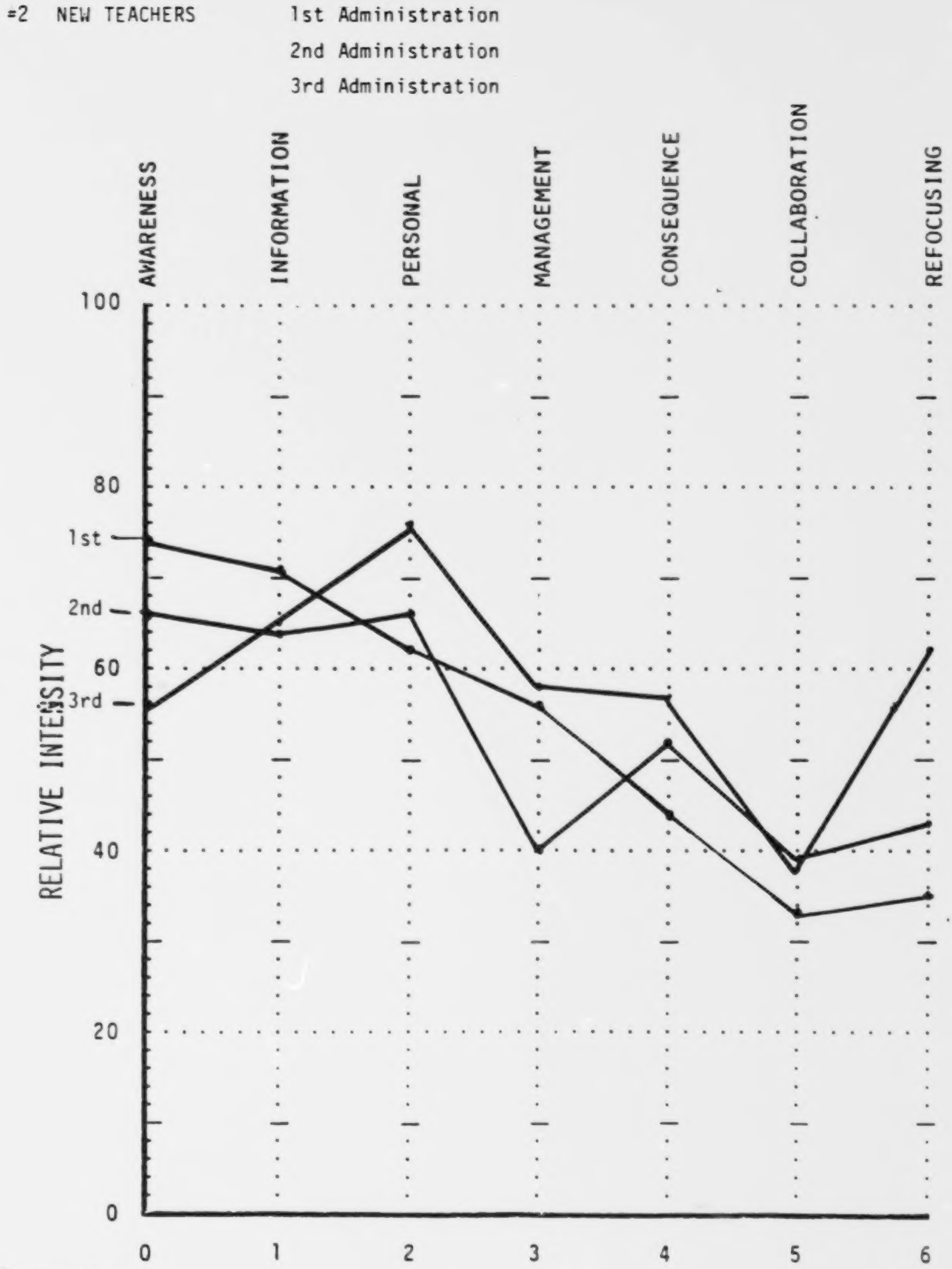

Figure 12.

1st	74	71	62	56	44	33	35
2nd	66	64	66	40	52	39	43
3rd	56	65	76	58	57	38	62

#1 PEER TEACHERS 1st Administration
2nd Administration
3rd Administration

SOCQ

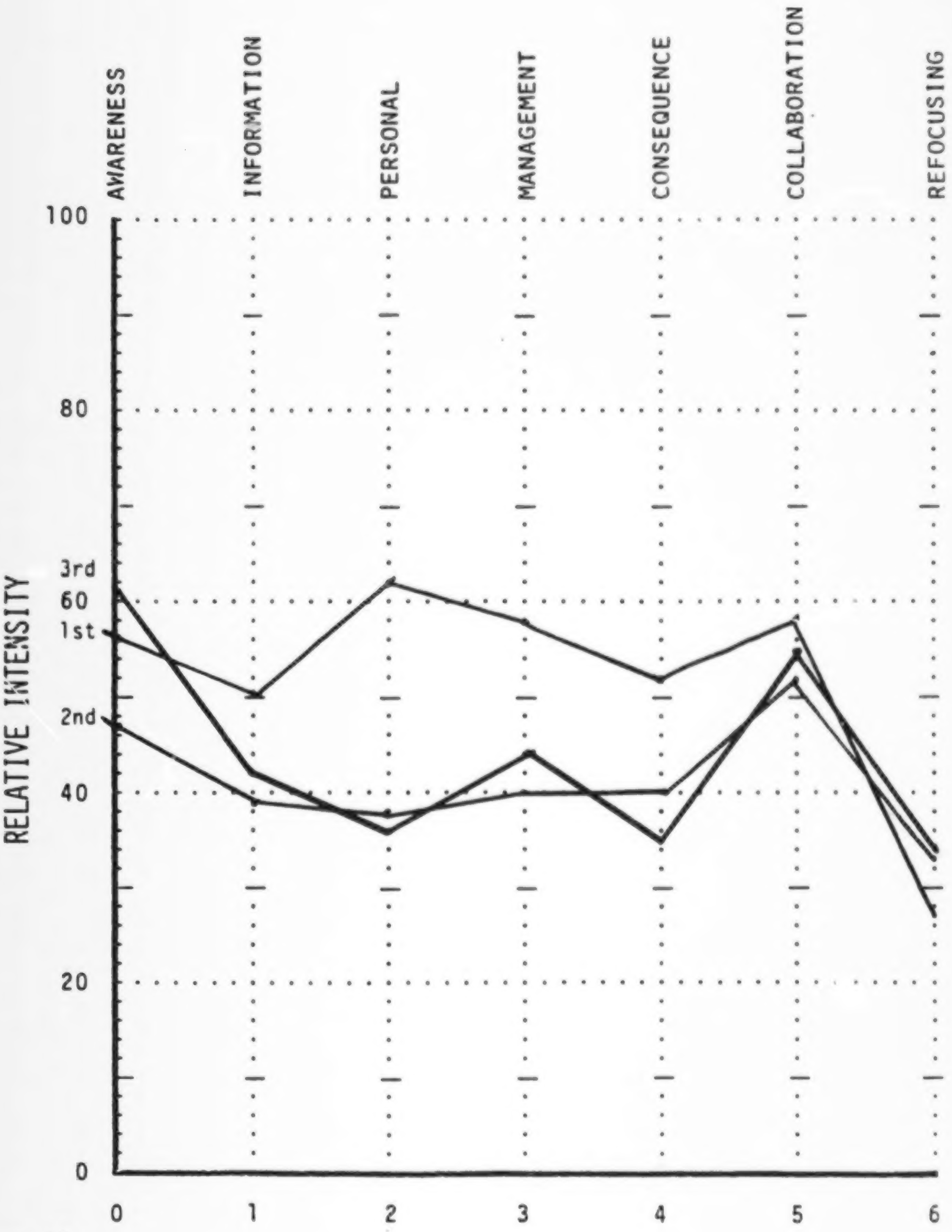

Figure 13.

SoC STAGES

1st	56	50	62	58	52	58	27
2nd	47	39	38	40	40	52	33
3rd	61	42	36	44	35	55	34

#2 PEER TEACHERS 1st Administration
2nd Administration
3rd Administration

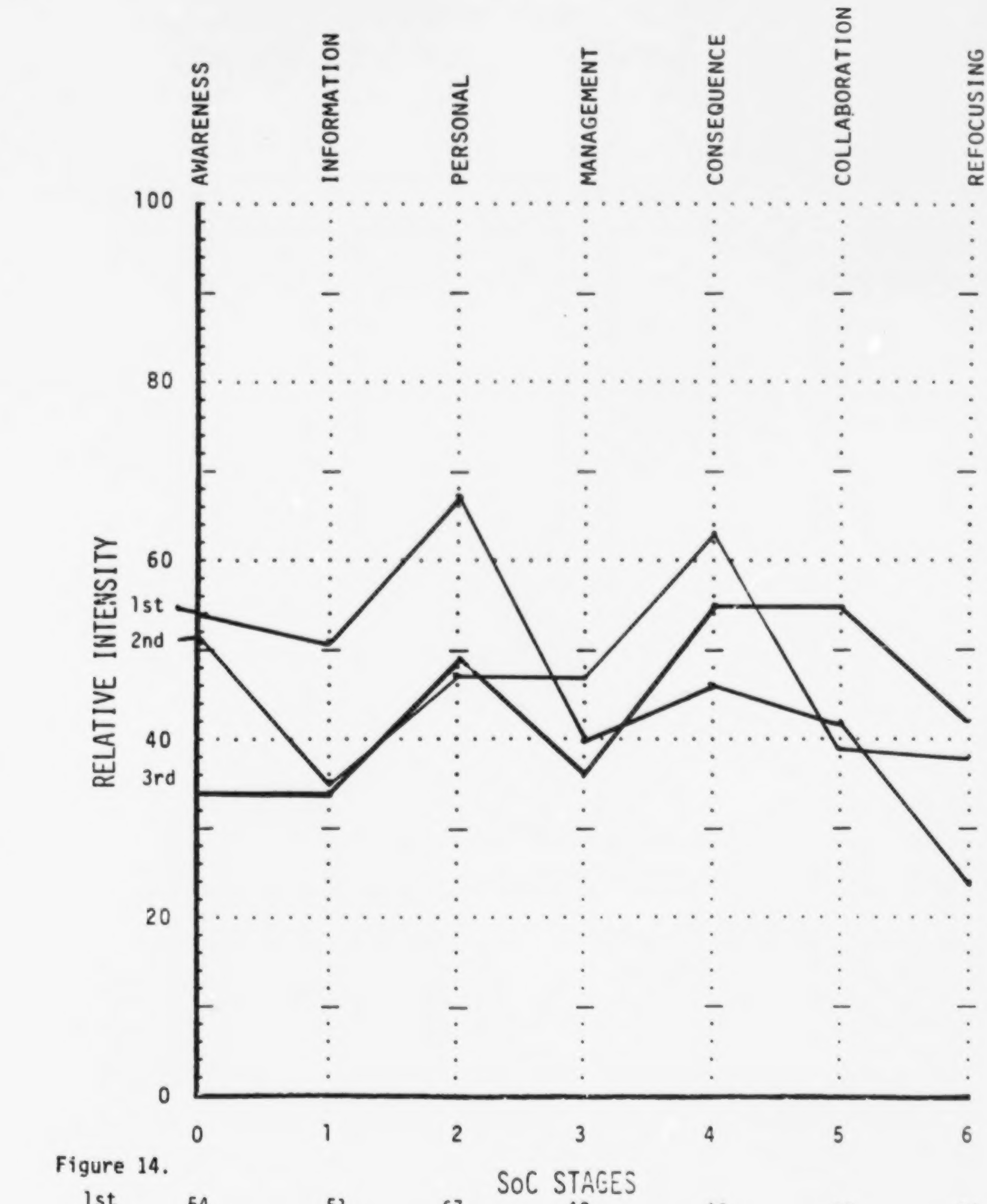

Figure 14.

1st	54	51	67	40	46	42	24
2nd	51	35	47	47	63	39	38
3rd	34	34	49	36	55	55	42

of the beginning teachers toward the innovation and its effect on these beginning teachers (Stage 4). In contrast Stage 4 concerns of State #1 peer teachers were low. The concerns of State #1 peer teachers tended to level off with the exception of Stage 5 while the scores of State #2 peer teachers continued to peak on Personal (Stage 2), Consequence concerns (Stage 4) and Collaboration concerns (Stage 5) with little concern about wanting more information (Stage 1) or managing the innovation (Stage 3). In contrast to the State #2 beginning teachers, neither group of peer teachers or the State #1 beginning teachers went up on Stage 6. State #2 beginning teachers were the only group who scored higher on Stage 6 at the end of the study than they did at the beginning of the study.

Comparison of the concerns profiles for the beginning teachers in the two states revealed some interesting differences. At the beginning of the study, beginning teachers in State #1 showed higher concerns in each and every stage of concern than did the beginning teachers in State #2. By the end of the study this position was reversed: new teachers in State #2 reported higher concerns than beginning teachers in State #1 in all except Stage 5 (Collaboration).

Personal concerns of beginning teachers in State #2 increased over time, while personal concerns of beginning teachers in State #1 were considerably reduced during the same period. Management concerns for the beginning teachers in State #2 were higher at the beginning and end of the study than at the mid point, while management concerns for the beginning teachers in State #1 were consistently reduced over time for a drop of 30 percentile points from the beginning to the end of the study.

The beginning teachers in State #1 had significantly less informational, personal, and management concerns at the end of the study than they indicated at the beginning of the study. Beginning teachers in State #2 had significantly higher personal, consequence, and refocusing concerns. Consequence concerns for the beginning teachers reflects concern about how their teaching effects students.

Lack of resolution of the management and personal concerns of the beginning teachers in State #2 when considered in light of their higher concerns at the end of the year with refocusing could reflect dissatisfaction or indicate the level of difficulty for these teachers.

Degree of Success and Satisfaction with Teaching and the Beginning Teacher Program

The findings reported in this section are drawn primarily from the 16 case summaries developed as part of the qualitative data analysis. The discussion is organized around the satisfaction expressed by beginning teachers and support team personnel.

Beginning teachers

All of the new teachers received positive evaluations and were recommended for certification. In light of the program emphasis on directed observations and feedback, and specific objectives for working with the new teachers, it is interesting to note that the spontaneous evaluative comments of the peer teachers were general, global and often focused on personality traits rather than specific performance or demonstrated competencies. The following examples of comments about the new teachers are illustrative.

> New teacher A: "organized--gentle--patient--flexible--willing to work--doing fantastic job--enthusiasm--great motivator--quick actions are impressive--cares about well-being of students--grown in leaps and bounds--self-confident--"

New teacher B: "doing fine job--one of the best first year teachers yet--on the right track--knows how a teacher is supposed to act--organized--"

New teacher C: "ability to reason and adjust--haven't been in formally, but I do feel she's doing a fine job--has good discipline--very interested in children--has good lesson plans written--doing very, very nice job--doing very well--really outstanding first year teacher--done an outstanding job--no negative points at all--"

New teacher D: "extremely efficient--"

The first year of teaching was not regarded as easy by the majority of beginning teachers in our sample. The kinds of concerns of beginning teachers uncovered in other studies (e.g., Fuller & Bown, 1975) such as concerns about self (e.g., do I fit?...am I adequate as a classroom teacher?...) and concerns about task (e.g., classroom management, content coverage, etc.) were well represented in our sample. Still, the experience was not as traumatic or incapacitating as some have argued (e.g., Cochran, 1981). Rather, our findings are more consistent with those of Grant and Zeichner (1981) in that, for the majority of beginning teachers, the first year was a demanding but manageable experience not without its rewards. The vast majority of our teachers felt the year had been a positive growing experience and all but two expressed the desire to return the following year.

As far as the impact of the induction programs, at their worst, the programs represented one more set of things the first year teacher had to deal with in addition to the demands typically facing the beginning teacher. For a small number of our beginning teachers the program seemed to heighten anxiety and uncertainty about their expectations for success. This was particularly true at the beginning of the year when the first year teachers were unclear about the exact nature of the program and its potential consequences on them personally. For a few teachers, anxiety and uncertainty turned to apathy and sometimes hostility toward the program as they grew to know it better. The shift was most apparent in relation to the assessment or evaluation components of the programs. Our data indicated a strong shift in perception of importance among first year teachers relative to the evaluation procedures to be used from the early part of the year to the end. At the beginning of the year there appeared to be a strong feeling that these evaluation procedures were very influential on their behavior. By the end of the year the rating of importance dropped precipitously.

At their best, these programs insured early and sometimes frequent contact between the beginning teachers and "significant others" in the educational context in which they found themselves. This description fits the majority of the first year teachers in our sample. For most of our beginning teachers it was the most significant positive force on their experience was the peer or support teacher. The peer or support teacher was typically rated as highly influential early in the year and increasingly influential as the year progressed. Peer/support teachers were regarded and referred to by beginning teachers variously as mentors, counselors, friends, and colleagues. They were valued primarily as a source of practical information and secondarily as a source of psychological support. Contacts with principals and other educators, though less frequent, were noted by many of the beginning teachers as being important influences on their first year teaching. The contacts with the principal through the program (when positive in nature) were interpreted and valued by the beginning teachers as approval and acceptance by the primary authority figure in the school. The "other educator" seemed to have the least impact on most teams but was still rated as an important contributor by most of the first year teachers. In State #1 where the other educators were drawn exclusively from Higher Education, the comments of the first year teachers reflected the feeling that the approval of the other educator of their teaching performance was a continuing affirmation of their success and growth from the preservice experience.

The programs not only provided that contact occurred, but vis-a-vis the prescribed assessment procedures insured that the focal point for the contacts was the activity of teaching in so far as teaching is represented in the assessment devices. The language used to describe teacher strengths and areas of need reflected the terminology used in the systems designed to evaluate performance.

Not all first year teachers in our sample were impacted to the same degree or in a positive manner. Four of the first year teachers in our sample were dissatisfied with the program and questioned its value. Three of the four dissatisfied teachers were from the junior high/secondary level. All three were operating in difficult situations in terms of teaching load, four to five course preparations per day, and all three had significant teaching responsibilities in areas outside their specialized field. The fourth dissatisfied teacher was trained in a subject area at the secondary level but teaching that subject at the elementary level.

The support team

The program "intents" as revealed through legislative acts and program descriptions do not specify impact on program participants other than the first year teachers and their students. It became clear to us, however, as we analyzed the case data that many of the other participants were affected by their work in the program. Many of the support teachers, while reporting that they had often "helped" or taken first year teachers under their wing in the past, indicated that this program made the contact different. The recognition and responsibility that accompanied their participation gave them an enhanced image of themselves as professionals. Many of the principals, in particular those in State #2, were positive about the learning the assessment instrument used in this program. The extensive training provided to principals in the use of this instrument was found to be useful in the way they observed regular teachers in their school. They were pleased to find a research based instrument that specified effective teaching behaviors. Many of the other educators, the university based team members, from State #1 reported that the contact with the schools was a growing experience for them. Comments were made about the effects of observing graduates of their own program functioning in real classrooms. These observations forced the other educators to reflect on their treatment of preservice teachers.

The only significant, consistent negative impact statements came from building level administrators who voiced concerns over the amount of paper work required in the program, in particular in those cases where the outcome, in terms of a positive recommendation for a first year teacher, was clear from the beginning. This concern was even more pronounced where there were many first year teachers at a single campus site.

Section 5: Conclusions and Recommendations

This section of the report presents a set of conclusions about the implementation of beginning teacher programs in two states. The conclusions are based upon the material presented in previous sections of this report as well as upon case data that, due to their extensive nature, are only briefly noted herein. When appropriate, recommendations for the formulation and installation of such programs in other districts and states are drawn from the conclusions advanced.

The discussion is organized to reflect the conceptualization that guided the study. Conclusions are presented in terms of implementation issues related to decision and action levels of a hypothetical interactive system: The ideological/societal level, the institutional level, the instructional level, and the personal level.

The Ideological/Societal Level

The beginning teacher programs included in this RITE study are clear demonstrations of the influence of ideological perspectives in at least two ways. First, the general discontent with schooling and its effects were the stimulus for the institution of the programs. It is interesting to map this stimulus in that the policy decisions are believed by policy level study participants to be a direct means to act upon perceived deficiencies in schooling. A map of this belief might read something like this: Discontent with schooling leads to constituent pressure upon legislators which leads to a "meet and confer" sessions with state level bureaucrats and representatives of higher education (experts, if you will) which leads to proposals for reform based upon research about teaching effectiveness which leads to specifications for how teachers "should" behave which, interestingly, leads to new teachers as the targeted population for reform.

This is interesting because it would be far more logical, in a purely rational sense, to target experienced teachers for the reform due to their larger numbers, their apparent involvement in the perceived problems associated with schooling outcomes, and their research-verified influence upon newcomers (i.e., beginning teachers) to the system. What are the ideological and societal conditions that might lie behind the decision to focus upon new teachers, persons whose influence upon schooling in general is minimal and whose numbers in any given environment are insufficient to cause institutional (the original stimulus) change?

Clearly, the possibilities for actually influencing teaching behavior, given available and limited resources, are enhanced with a smaller number of participants. Experienced teachers, that is, all those persons in charge of classrooms in a state, make up such an unwieldy number, that potential for change is unimaginable, at least in terms of a broadscale reform strategy. Add to this the real or perceived power of the two teacher unions, through at least two decades of growing militant behavior regarding "conditions of work," to blunt any largescale change strategies that put new demands upon their members. Consider also the resources that would have to be made available to support such an effort, one that would have to reach tens of thousands of teachers in meaningful and accounted-for ways. And, given the magnitude of such a task, where would the human resources be found to provide the necessary re-education opportunities?

Another conclusion regarding why new teachers may have been selected as the focus for improvement of teaching can be found in the historically and currently valid conclusion that new teachers are the most vulnerable and, hence, most easily manipulated members of the school social system. With neophyte status, no tenure, no history of contribution to a particular school's well-being, little organizational strength to back up demands or requirements, as well as the fact that most new teachers are just entering adulthood, the new teacher is an accessible and, at least institutionally, easily manipulated member of the system. This vulnerability is borne out in the present study outside of the consideration of participation in the new teacher programs when it is noted that several of the new teachers in the study sample were given the most difficult of classroom and school assignments, required to engage in as many as five preparations a day in some secondary settings, and transferred from original teaching assignments to others. This observation suggests that, at least in some of the districts studied, the requirements of demonstrating teaching competence were in direct competition with contextual features that militated against such demonstration.

A second societal level-ideological level interaction had to do with the dependence upon research findings to support policy decisions and activity. This was more true for one state than for the other, although the reliance upon research was present in both. Although it seems axiomatic that scientific evidence, when available, should guide practical activity, particularly in what could be called a learned profession, such has only rarely been the case. If one conceives of research activity as being a significant part of ideological level practice, the movement of research evidence into policy decisions is a clear demonstrations of level interaction.

A dramatic issue raised by the present study is the use of the research as policy guide and implementation experience. Throughout the study, observers, themselves researchers, were dismayed by what they perceived as overreliance (and, to them often improper reliance) upon the catchphrase, "Research says." This reliance was demonstrated in the policy decisions as to what teachers should be required to demonstrate to "prove" competence and in the institutional and instructional level activities designed to ensure the presence, through natural observation or direct intervention, of the program expectations. These phenomena, policy decisions and implementation activities centered on conceptions of research findings, demonstrate the willingness of societal level decision makers to make common cause with higher education researchers, a relatively new relationship.

The ideological issue here is the reliance upon "science" to support assertions as to what effective practical activity is or should be. Interestingly, in contrast to the early 20th century behavior of the more mature professions, educators have developed a scientific (rather than practical, theoretical, or propositional) orientation to the formulation of claims about what defines the professional in education. Perhaps because of the recent historical growth in influence of the rational-empirical perspective to life in general, assertions as to what is "good" in teaching and schooling are believed more strongly when supported by "research says."

The integrity and utility of the scientific orientation diminish, however, when the research findings are stretched to support tenuous expectations for teaching behavior. This was true for the present in such instances as expecting persons in non-teaching (e.g., counseling) roles to exhibit teaching-specific behavior, using findings drawn from early elementary grade studies of reading instruction to guide secondary teachers of learning disabled students, depending upon correlational (rather than experimental) study findings as expectations for teaching, and so on. Although the influence of research upon practice can be considered desirable, that desirability loses some of its authority when the research is justified on grounds other than the ones that supported its validity in the first instance.

At issue for beginning teacher programs, then, is not the use of research or, in fact, other kinds of knowledge to support claims for teaching effectiveness. What needs to be clarified for purposes of guidance of teacher education is the validity of the use of the knowledge to serve those purposes.

In terms of the interaction of the ideological and societal levels, influence was demonstrated in this study in terms of the climate of discontent with schools affecting policy level decisions about ways to improve schools through impact upon new teachers (as opposed to other components of the educational enterprise) and through the influence of research findings upon how those policy level decisions should be framed.

Societal and Institutional Levels

The new teacher programs studied demonstrated the interaction of societal level decisions and institutional level decisions and activities. The influence, at least from the vantage points of the research team members, was top down, from societal level to institutional level. The state mandated certain practices, through legislation and decisions made by officials in state departments of education, and the institutional level members, generally school system central officers, devised means to implement the mandated practices.

Several conclusions can be drawn about the effects of this topdown phenomenon on the programs under study. First, although there was modest support from the states for the implementation of the mandates, by far the greater share of the costs of implementation was borne by the districts. These costs can be computed with some degree of accuracy when they are material in nature or directly supported by material sources (e.g., production of training materials, use of x number of staff members to provide training, production of printed materials, etc.). But the costs in less direct or obvious manifestations appear to be of equal magnitude if less concrete in form.

For example, in almost every instance of self-report data in this study the issue of time appears. New teachers, peer and helping teachers, and administrators all testified that their participation in the program was additional to what they were accustomed to doing as professional activity. Participation is not instead of some typical part of their work, it is in addition to their usual time expenditure. And, of course, the expenditure of time is accompanied by the demands for thinking about their work in new ways, reflecting upon that work with different guidelines in mind, and working with others in new role alignments. These additional time and intellectual demands must be considered as costs of program implementation in ways equivalent to costs that are equated as dollars and cents. Importantly, in neither state context studied were substantial additional resources made available to participants.

This phenomenon of "more to do with about the same reward" for both individual professionals and educational institutions may be counterproductive in terms of successful implementation. In organizations, the rule of thumb is generally that the more one is rewarded, the more the organization can demand. In the beginning teacher programs at the institutional level, this truism, although never so articulated, appeared to be influential upon participants. Central office staff, for example, expended enormous energy and committed extensive time to implementation activities as part of their service to the districts. They are also the most well-rewarded, materially at least, members of the study sample. This is also true, but to a somewhat lesser extent, of school principals. As one observed more closely the teaching subset of the sample, however, the willingness to add on to already-packed professional responsibilities was sometimes grudging and sometimes openly resentful. (It must be noted that most of the participating teachers saw their interactions with new teachers as positive aspects of their work. It was expressed, however, that this additional responsibility probably could not be maintained over an extended period of time.)

A second conclusion about the interaction of the societal and institutional levels has to do with the societal expectation that the participating institutional level officials would provide training for peer teachers and others working with new teachers. Again in the more assessment oriented site, this regulation regarding provision of training resulted in wide variation in practices, outcomes, and perceptions of effectiveness. Although the instructional materials prepared for the training sessions were often of high quality and the training programs themselves well conceptualized, participation by those expected to learn how to implement the programs was sometimes sporadic and scattered. In some instances, the training sessions were not scheduled in time to prepare the members of new teacher teams for their first several months' of interaction with the new teachers.

Related to the implementation of the training sessions is a concern for reliability of performance by team members, particularly in the assessment oriented state. In that the data collected as part of the programs were to be used to make critical decisions about certification or non-certification of new teacher participants, it is crucial in some legalistic sense that those data are accurate., However, when those who are expected to collect the data do not participate intensively in the sessions where they are to learn how to do so, and when there is no systematic attempt by the district officers to ensure, through collection of training samples, that the appropriate conclusions are drawn, the degree to which the conclusions can be firmly supported is low.

A third conclusion about the institutional level response to the societal level mandate is that the programs, in both instances, focused participants' attention on important and desirable aspects of teaching. It is a common observation of many reforms that they simply do not have clear objects of attention. The two new teacher programs included in this study presented participants with well-developed perspectives about teaching and, by the very nature of the programs, forced new teachers and experienced ones to pay attention to critical variables associated with successful teaching. In fact, common testimony from experienced educators often focused on what these veterans learned from the process and how important that learning was.

A fourth conclusion associated with the institutional level's enactments of the programs has to do with the sometimes uneasy relationship of program expectations with what might be called system or school "ethos." A way to present this relationship is through an extreme-case example drawn from the study data. One new teacher was observed during the first week of school. The teacher was not organized for instruction, was lacking in a number of generic teaching skills, was confused by the complexity of classroom interactions, and demonstrated very few instances of what could be called effective teaching behavior. The members of the teacher's team testified to their knowledge of these problems, were dismayed at the prospect of providing meaningful help, and were less than optimistic about the teacher's future success. On subsequent observations by the research team, there appeared to be minimal change in a positive direction. That is, the observation data remained relatively "flat," resting at the lower end of acceptable teaching behavior. The interviews with team members during the same period of time as when the observations were recorded, however, demonstrated an increasing positive regard for the teacher and ever more positive beliefs that the teacher would "make it." The teacher was recommended for certification.

One explanation for the discrepancy between the research teams' conclusions based upon observational data and the teacher's team colleagues rests in the power of the institutional belief system to override independent judgments about teacher competence. In the school in question, the dominant beliefs about the school rested on statements such as, "The greatest strength of this school is the high quality of its teachers." This non-specific view (i.e., no coherent picture of what that high quality represented) prevailed in all of the interviews conducted in that setting. It is possible that this "regularity of belief," when placed in juxtaposition with evidence to the contrary simply forced out of contention the possibility that one of the school's members did not fit the general positively-held stereotype.

Another explanation rests in the relative power of personal regard as contrasted with professional judgment. The new teacher in question demonstrated willingness to enter the school culture totally, volunteering for a number of extra assignments, participating in public ways in the non-instructional aspects of school life, and eagerly seeking and accepting friendship. Clearly, the new teacher was personable and had an appealing personality. It is possible that experienced colleagues were more influenced by these characteristics than by professional ones. Clearly, it is difficult to pass critical judgments upon a new colleague for whom one has high personal regard.

A final conclusion related to the institutional level response to the policy mandates has to do with the conventional practices of school systems as they contrast with methodologically and conceptually rigorous and precise programs of reform. Although it is sometimes difficult for us to admit, conventional school practice involves an amalgam of decision making that could be characterized as a mixed bag of craft knowledge, a need for expediency, some science, and a goodly dose of muddling through. To confront this less-than-precise decision apparatus with the need for systematic and methodologically rigorous information gathering and analysis suggests a consequence that is difficult to predict. And predicting scientific rationality is the name of the game in observation of teaching behavior. What is suggested here, of course, is that the norms and regularities of school settings may not be receptive to highly rational systems of observation of practice.

Institutional and Instructional Level Interactions

The obvious intention of the two programs was to focus energy upon ensuring that new teachers demonstrate degrees of competence in their first years of teaching such that the systems, state and local, are willing to invest in their futures in teaching. The state's interest is in certification and the system's interest is in ensuring acceptable (or better) instruction for the children and youth enrolled in the schools. This attention is pinpointed in classrooms, and the efforts of the ideological, societal, and institutional levels are expected to bear fruit there. And the most immediate impact upon the instructional level comes through the translation of policy decisions (ideological and societal levels) by the institutional level decision makers.

First, although the participation levels and enthusiasm for the programs by new teachers varied, there was strong evidence in the study data that the programs' intentions did, in fact, impact teaching behavior. The influences were on instructional practices, ways of thinking about teaching, understanding of system and state expectations, and interactions with school-based colleagues. Teachers did "teach to the test" in that they made considerable efforts to satisfy the expectations of the programs. This focus on teaching accomplished the objective of helping teachers to consider teaching from certain perspectives, rather than in more conventional, less disciplined ways. Clearly, the teachers understood the pedagogical underpinnings of the programs, particularly in the more assessment-oriented situations. They may not have been able to articulate phrases such as "direct instruction" or the like, but they were able to state with some degree of precision what the programs expected of their behavior in classrooms. The programs also accomplished the goal of creating professional support systems that were focused, deliberate, and systematic in procedure and substance. Although the "buddy" system of teacher induction has been conventional practice in schools for decades, that approach was seldom seen to result in peer interactions that were coherent in relation to a policy decision about what best practice was considered to be. All in all, the impact upon teacher behavior at the instructional level was considerable.

Second, although the intentions of the programs associated with expectations for teacher behavior are discussed in other parts of this report and in other documents, the study revealed areas of new teacher dilemmas that the programs did not address according to the perceptions of new teachers. A few of these dilemmas are noted here as a way to understand some of the limitations of the programs as practical guides for easing neophytes into the complex worlds of teaching and schooling. These dilemmas are sorted for convenience into four categories: Curriculum, evaluation, and organization; personal-professional; instructional; and school context. Each is discussed briefly.

Despite the programs' intentions, a number of new teachers reported that they had curricular concerns related to the dilemma of translating content into student activities. This curriculum issue, admittedly, is a difficult one for even the most experienced teacher. But, if teaching is at heart the ability to make accessible in meaningful ways knowledge and skill related to a discipline, this issue is one that induction programs should address. Preservice programs, of course, also bear some considerable responsibility for this. New teachers also told the research team that they were perplexed by the need to use multiple texts for the same subject, as in reading instruction. Although this practice may be on the decline, in favor of single text instruction, its persistence and its theoretical appeal suggest that new teachers should understand its operation theoretically and practically. New teachers also expressed dismay over the marked differences between short term planning, as in planning for a lesson where they were relatively expert, and long term planning, with which they had had little experience and less guidance. The new teacher programs, focused as they were on conventional pedagogical issues for the most part, did not help new teachers to conceptualize instruction over time and into the relatively distant future. Last, new teachers expressed a lack of understanding of the relationship of the curriculum they were teaching and the testing programs in which students participated. They knew that there would be testing, but they didn't understand the best ways to use the curriculum in place (or an invented one) to support students in their search for high scores. This relationship of testing to curriculum is a persistent problem for all teachers, new and veteran, and seems worthy of conscious attention in the introduction of newcomers to educational settings.

In terms of the new teachers' personal-professional dilemmas, chief among them were physical stress and fatigue. The energy expenditure of teaching was considerably more than they had bargained for. Consistently, they reported being tired, not having energy to keep at it as they had expected, and looking forward to breaks in service, like weekends, with great anticipation, although they realized that much of that time might be spent on teaching-related duties. Clearly, these new teachers, for the most part, simply had no conception of how physically draining teaching can be. They also expressed in subtle and overt ways their amazement at the complexity of teaching and schooling. Somehow, many of them had come to believe that teaching was relatively straightforward and easily accomplished in somewhat linear and logical ways. What they encountered in their classroom, however, was the jumble of activity associated with any group of human beings; activity that only through considerable influence on the part of the teacher developed into a coherent pattern. A number of the new teachers also expressed a reluctance to ask questions, possibly reflecting the historical view that teachers should "know all" and that to seek help is to admit failure or defeat. Last, these personal-professional dilemmas may be associated with the fact that, for most of the sample, the teaching positions were the first full-time employment engaged in during the first time these young adults were on their own. Sometimes it is forgotten that most new teachers enter teaching at the same time that they are making the big jump into adulthood, with all of the personal baggage of responsibility and assumed authority that adulthood entails. Adding to these relatively natural sociological changes a set of expectations related to assumption of leadership for learning by children and youth is bound to contribute to the complexity of a young person's life.

In terms of instruction, the new teachers reported frustration and confusion as they attempted to deal with the heterogeneity of their classroom groups. Although the notion of variations within classes is a common thread running through discourse about classrooms, many of the new teachers in this sample simply did not know how to deal with that variation as they planned instruction. This was particularly true for students who demonstrated limited English proficiency. Prepared for conventional classrooms (or for groups of learning disabled youngsters), the new teachers had little conceptual or practical understanding of multicultural or bilingual theories and strategies. Another instructional dilemma was that the new teachers faced first days of school with trepidation. They had not participated in these activities in their preparation programs. They had done student teaching in classrooms that were already well-functioning units.

Some dilemmas of the new teachers were related to the school contexts. They were unsure of the most appropriate and desirable ways to communicate with other teachers and with building administrators. (As noted above, they were reluctant to ask questions or suggest that they had problems.) They didn't know if they should expect supervisory visits as "surprises" for which they should be ready or as regularities for which they should prepare. They had had little or no preparation for dealing with parents and found that they had to seek advice or learn by doing in these interactions. They expressed a desire to know how others in the schools taught, partly so that they could know if they measured up and partly to know what the school norms were. They sometimes felt that they were isolated form the rest of the school, that they were set apart partly as a consequence of their newcomer status and partly just because "that's the way things are." Of course, this feeling of isolation from other teachers in schools is a common phenomenon, whether perceived by participants or observed by scholars.

What these brief statements suggest, of course, is that despite the good intentions of new teacher programs such as those included in this study, the programs probably will not accomplish the general end of satisfying the expectations and needs of new teachers in their entirety. They also suggest that decision makers should set concerns such as these against the expectations built into existing or proposed programs and decide whether or not to include the ones noted here (or ones like them) in spite of their relative unscientific status. Also, it may be instructive for teacher preparation programs to give systematic attention to the specific dilemma of new teachers, as opposed to the overarching themes that characterize some of the literature on teacher induction. This was the case, to a degree, for the more assistance oriented program in this study.

Third, in terms of the impact of policy and institutional decisions upon classroom practice, certain ways of working with new teachers were perceived by the neophytes as being most especially helpful. The teachers in this sample noted the following supervisory practices as being effective:

a. supervision is based upon a commonly-held set of clear expectations;

b. supervision is problem-solving, a way to get at the teacher's in-classroom concerns;

c. supervision that is specific rather than general;

d. supervision guidance includes rationales;

e. teachers are helped when what is offered is tied to their own experience;

f. supervision is better when it is given within a positive affective framework;

g. supervision should include attention to what has preceded, and progress should be noted;

h. supervisors should be able to revise their estimates based upon accumulated evidence.

Naturally, the comments above are not in the language of the participants. More likely, the new teacher would say, "I really like Ms. Johnston because we both know what we want to accomplish and she can offer me a lot of help because of that." And so on. What the statements above do, however, is provide a set of possible guidelines for new teachers that does not differ in any distinguishable way from any other set that is designed to guide adult interaction. The new teachers expect from their new colleagues a guided experience characterized by purpose, supported by reason, surrounded by personal and professional regard, cognizant of progress, and focussed on the practical realities of the situation.

Recommendations

The new teacher programs included in this RITE study revealed the powerful influences that state mandates, linked to the certification of teachers, can have on all levels of the educational enterprise. They focused both teaching and evaluation activity, influenced redefinition of principal and experienced teacher roles, and introduced systematic, rather than sporadic, institutional attention to new teachers. The study data lead to advancing the following recommendations.

1. If a new teacher program is designed to ensure high quality teaching, include expectations for performance that are indicators of future excellence rather than current minimal competence. Given the demonstrated power of the programs to influence practice, it is reasonable to include in them attention to variables associated with such issues as comprehensive curriculum planning, individualized instruction, test construction, and the like. Although expectations for new teacher performance in such areas would be less stringent than for experienced teachers, assessment and assistance could lay the groundwork for later teacher leadership.

2. Attend comprehensively to what it is to be a teacher. The delimiting of expectations to what has been show by research to be effective may ignore important theoretical and propositional knowledge. Depending on "research says" presents an unnecessarily restricted view of teaching to the novice professional. To achieve excellence in teaching is, in fact, to be able to choose ways of thinking about and doing teaching that is sound not only because of empirical validation but because of well-developed systems of thought and belief. Further, a comprehensive view of teaching empowers the teacher by providing a conceptual framework to inform decision making and leads the teacher to advancing in his or her authority.

3. Invest heavily in the development of system and school capability to assess validly and assist informatively. As noted earlier in this report, principals land veteran teachers who worked with new teachers did that work as an "add-on" to their conventional professional activity. To ensure the best assistance and to be able to demand it requires a reconceptualization of roles and rewards. In effect, participants in this study were acting as staff developers and teacher educators. That they did so with generally positive effects is a testimony to their commitment. That commitment needs

to be buttressed with increased knowledge and skill about both the content and the processes of working with teacher professionals. As the nation introduces an estimated 1.5 million new teachers to schools in the next decade, it may be appropriate to think of the peer or helping or mentor teacher as a distinct and differently rewarded role in schools. This new role should require some release from classroom teaching, although not completely, and should be compensated more generously due to its important place in the school's destiny.

4. School systems and higher education institutions should interact systematically around the issues of ensuring high quality performance by new teachers. This interaction would cause, as was true somewhat for some institutions in the RITE study, a reflective and analytic posture that could help clarify the nature and intentions of preservice programs, ensure a continuity of growth as students of teaching become teachers, reinforce through shared resources the power of both agencies to influence teacher thought and behavior, and contribute significantly to the effectiveness of schools as instruments of the society.

5. Consider the institutionalization of "induction schools." These schools would be staffed with outstanding veteran teachers under the leadership of exemplary administrators and would serve to introduce newcomers to the highest expectations of the system through daily interactions with those who realize the high purposes. They would promote excellence through assistance and modeling opportunities rather than ensure minimum competence. As larger numbers of new teachers move through such schools and learn from teachers and administrators in them, the system would receive cohorts of newcomers sufficient in number to make an impact on the schools in the system.

6. Continue to use research as one component of formulating expectations for new teachers, but use the findings more specifically than currently seems to be the case. Do not expect correlational findings from an elementary reading skills study to form a reasonable core of intentions for high school social studies teachers. Use research where it is intellectually appropriate; don't "stretch" the findings. But, as noted above, identify other relevant knowledge as bases for assistance and assessment and use it in addition to research findings.

7. Remember that the new teacher is developing his or her skills and conceptions of teaching. Define effective teaching by new teachers differently from expectations for experienced teachers. But, develop the expectations such that there is logical possibility that the effective new teacher will grow into the effective veteran. This calls for staff development programs that differentiate, according to a variety of dimensions of teaching, among teachers in a school or a system. The new teacher programs give emphasis to the differences among teachers at one level; action on other differences is needed as well. We know that the saying "a teacher is a teacher is a teacher" is not accurate. Our treatment of teachers should reflect that knowledge.

Conclusion

The present study investigated the impact of policy decisions on institutional and instructional practice in terms of ensuring that new teachers are competent and show promise of contributing to the education of children and youth. The investigation demonstrated that the two programs included in the study did, indeed, have impact in the desired direction, that is, to influence experienced educators and new teachers to develop a way of thinking about teaching, learning, and schooling that was coherent and purposeful. The study also demonstrated that the implementation of state level policies by system and school level officers is problemmatic and not wholely successful in any sense of true fidelity. As the policy moves through the system and into classrooms, it is distorted by the institutional regularities it encounters. It is shaped by the system to much the same degree that it shapes the system. Also, the participants respond differentially to policies and implementation practices. The responses vary in terms of positive regard and in terms of professional behavior. Further, the rationalization of policy and practice from scientific evidence may be helpful as legitimization devices but may not reflect the intentions or outcomes of the persons who developed the evidence. And, like all policies meant to make comprehensive alterations in widescale practice, the two sets of policies studied here sometimes fell short of the mark as perceived by the new teachers who were the objects of the programs.

But, it is clear from the evidence that the programs did make differences. They shaped how new teachers behaved. They served as powerful influences on experienced teachers and administrators, too. Despite variations in those influences, they were present. It is up to the decision makers and participants in the next wave of implementation of new teacher programs to learn from current and past experience and to use that knowledge to refine and otherwise make more effective the programs of future years. For, given the continued debates about educational quality, it is unlikely that programs for new teachers, tied to certification or designed only as support for professional growth, will be abandoned. This study's intentions, procedures, and findings may be helpful as we move ahead.

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APPENDICES

APPENDIX A

APPENDIX A

Teacher Induction Study Analysis Scheme

A. The Beginning Teacher

1a. Was the beginning teacher aware of each of the mandated features of the induction program? (refer to checksheet)

b. What examples of implementation were given by the beginning teachers? (refer to checksheet)

2. What is the new teacher's rating of the effectiveness of the assistance/support team?

3. What is the conception of teaching held by the beginning teacher with regard to:

a. student interactions
b. instruction
c. behavior management
d. pupil evaluation
e. parent/community relations
f. collegial/authoritative relationships
g. classroom organization

4. What problems/dilemmas/issues appear to be of concern to the beginning teacher?

5. What is the qualitative relation of the new teacher's preservice program to the requirements of the first year of teaching, as expressed by the new teacher?

B. The Assistance/Support Team

1a. What conception of teaching is held by the peer teacher with regard to:

(1) student interactions
(2) instruction
(3) behavior management
(4) pupil evaluation
(5) parent/community relations
(6) collegial/authoritative relationships
(7) classroom organization

1b. What conception of teaching is held by the other educator with regard to:

(1) student interactions
(2) instruction
(3) behavior management
(4) pupil evaluation
(5) parent/community relations
(6) collegial/authoritative relationships
(7) classroom organization

1c. What conception of teaching is held by the building level administrator with regard to:

(1) student interactions
(2) instruction
(4) pupil evaluation
(5) parent/community relations
(6) collegial/authoritative relationships
(7) classroom organization

2a. (1) Was the peer teacher aware of each of his/her mandated responsibilities in the induction program? (refer to checksheet)
(2) What examples of implementation were given by the peer teachers? (refer to checksheet)

2b. (1) Was the other educator aware of each of his/her mandated responsibilities in the induction program? (refer to checksheet)
(2) What examples of implementation were given by the other educators? (refer to checksheet)

2c. (1) Was the building level administrator aware of each of his/her mandated responsibilities in the induction program? (refer to checksheet)
(2) What examples of implementation were given by the building level administrators? (refer to checksheet)

3a. What schedule of mandated activities (meetings, observations, etc.) does the peer teacher state that the team follows? (This is very straightforward and can be matched with the program's expectations at state/district levels.)

3b. What schedule of mandated activities (meetings, observations, etc.) does the other educator state that the team follows? (This is very straightforward and can be matched with the program's expectations at state/district levels.)

3c. What schedule of mandated activities (meetings, observations, etc.) does the building level administrator state that the team follows? (This is very straightforward and can be matched with the program's expectations at state/district levels.)

4a. What problems, tensions, issues, dilemmas are expressed by the peer teacher in relation to the program? Does their perception differ from other team member's perceptions? If so, how?

4b. What problems, tensions, issues, dilemmas are expressed by the other educator in relation to the program? Does their perception differ from other team member's perceptions? If so, how?

4c. What problems, tensions, issues, dilemmas are expressed by the building level administrator in relation to the program? Does their perception differ from other team member's perceptions? If so, how?

5a. What is the peer teacher's rating of the competence/effectiveness of the new teacher? Does their perception differ from other team member's perceptions? If so, how?

5b. What is the other educator's rating of the competence/effectiveness of the new teacher? Does their perception differ from other team member's perceptions? If so, how?

5c. What is the building level administrator's rating of the competence/effectiveness of the new teacher? Does their perception differ from other team member's perceptions? If so, how?

6a. Does the peer teacher express satisfaction with their own and/or other team member's qualifications and preparation for assuming their team roles? If not, what is the focus and nature of their dissatisfaction?

6b. Does the other education express satisfaction with their own and/or other team member's qualifications and preparation for assuming their team roles? If not, what is the focus and nature of their dissatisfaction?

6c. Does the building level administrator express satisfaction with their own and/or other team member's qualifications and preparation for assuming their team roles? If not, what is the focus and nature of their dissatisfaction?

C. School Context

1. Describe the school context.
2. What context conditions appear to have impact upon the new teacher? What is the nature of the impact?
3. What context conditions appear to have impact upon the implementation of the induction program? What is the nature of the impact?
4. What evidence is there that the new teacher does or does not "fit" the culture of the school (e.g., meet expectations, ascribe to the prevailing norms, etc.)?

D. District Context (To be answered only if the district representative's data set is examined.)

1. How did the district "comply" with the state mandate? What training programs were instituted? How were they made available to participants? What is the RITE team's clinical judgment regarding their quality?
2. What tensions/dilemmas/problems/issues were confronted by district officers as they implemented induction programs?
3. How do the expectations of the induction programs "fit" the expectations of the districts?
4. What benefits/deficits, in regard to induction programs, are reported by district officers?

E. Research Team

1. What is the clinical judgment of the RITE research team regarding the new teacher's classroom competence as defined by effective teaching research?
2a. How did the new teacher perceive his/her participation in the RITE research effort impacting their teaching and/or participation in the induction program?
2b. How did the peer teacher perceive his/her participation in the RITE research effort impacting their teaching and/or participation in the induction program?
2c. How did the other educator perceive his/her participation in the RITE research effort impacting their teaching and/or participation in the induction program?
2d. How did the building level administrator perceive his/her participation in the RITE research effort impacting their teaching and/or participation in the induction program?

F. Fuzzy

1. What makes this case unique, different, startling, interesting, etc.?

APPENDIX B

Appendix B

Name ____________________________

I. D. # _________________________

Date ____________________________

This instrument contains 23 items that describe a way that a person may feel about another or act toward someone. Your task is to read each statement and decide the degree to which you perceive yourself, as like or unlike the statement. You are asked to please give an honest opinion on every statement according to the following scale:

Extremely unlike	- 1
Moderately unlike	- 2
Unlike	- 3
Like	- 4
Moderately like	- 5
Extremely like	- 6

Please read each statement carefully and completely. Circle one response for each item.

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No.	Items	Extremely Unlike	Moderately Unlike	Unlike	Like	Moderately Like	Extremely Like
1.	Cannot accept individual differences.	1	2	3	4	5	6
2.	Does not respect individual differences.	1	2	3	4	5	6
3.	Helps a person realize that options are available.	1	2	3	4	5	6
4.	Is not concerned with the feelings of others.	1	2	3	4	5	6
5.	Does not appreciate individual differences.	1	2	3	4	5	6
6.	Is responsive to the needs of the whole person.	1	2	3	4	5	6
7.	Offers no support to others.	1	2	3	4	5	6
8.	Treats other people as if they were objects.	1	2	3	4	5	6
9.	Seems inconsiderate of other people's feelings.	1	2	3	4	5	6
10.	Has no respect for the opinions of others.	1	2	3	4	5	6
11.	Shows no sympathy for others during a crisis or stressful situation.	1	2	3	4	5	6
12.	Never even tries to comprehend another person's situation.	1	2	3	4	5	6
13.	Seems hostile rather than sympathetic when another person is in a trying situation.	1	2	3	4	5	6
14.	Feels that opinions and values of others should be respected.	1	2	3	4	5	6
15.	Is uncooperative.	1	2	3	4	5	6
16.	Makes time in a busy work schedule to talk to someone who is upset.	1	2	3	4	5	6

No.	Items	Extremely Unlike	Moderately Unlike	Unlike	Like	Moderately Like	Extremely Like
17.	Listens thoughtfully and patiently to another.	1	2	3	4	5	6
18.	Shows consideration for a person's feelings and reactions.	1	2	3	4	5	6
19.	Does not seem to accept responsibility for his/her actions toward others.	1	2	3	4	5	6
20.	Reaches out and touches another person in a soothing manner when it seems right.	1	2	3	4	5	6
21.	Gives genuine consolation, advice, assistance, and support.	1	2	3	4	5	6
22.	Is kind, positive, warm, and accepting of others.	1	2	3	4	5	6
23.	Respects the values of others.	1	2	3	4	5	6

APPENDIX C

Appendix C

Arthur Blumberg
David J. Kleinke
Syracuse University
School Of Education

TEACHER WORK-LIFE INVENTORY

The items listed below represent a variety of ways that teachers might describe their life at work in a school. What you are asked to do here is to think about your job as a teacher and then, using the scale below, rate each item relative to how sharply it stands out in your mind as a descriptor of your work-life. Please circle your response on each item. The scale is:

As I think about my work-life as a teacher,
this feature of it stands out:

VS	Very sharply for me
QS	Quite sharply for me
LS	A little sharply for me
NA	Not at all

1.	Tension	1.	VS	QS	LS	NA
2.	Fast pace	2.	VS	QS	LS	NA
3.	Colleagueship	3.	VS	QS	LS	NA
4.	Being powerful	4.	VS	QS	LS	NA
5.	Repetitive activity	5.	VS	QS	LS	NA
6.	Formal relationships	6.	VS	QS	LS	NA
7.	Loneliness	7.	VS	QS	LS	NA
8.	Frustrating circumstances	8.	VS	QS	LS	NA
9.	Opportunities for advancement	9.	VS	QS	LS	NA
10.	Maintaining order	10.	VS	QS	LS	NA
11.	Immediacy of demands	11.	VS	QS	LS	NA
12.	Excitement	12.	VS	QS	LS	NA
13.	Feeling supported	13.	VS	QS	LS	NA
14.	Kids	14.	VS	QS	LS	NA

PLEASE TURN OVER

15. Conflict 15. VS QS LS NA

16. Sense of prestige 16. VS QS LS NA

17. Boredom 17. VS QS LS NA

18. People as superiors and subordinates 18. VS QS LS NA

19. Feelings of failure 19. VS QS LS NA

20. Busyness 20. VS QS LS NA

21. Feeling financially poor 21. VS QS LS NA

22. Feeling emotionally drained 22. VS QS LS NA

23. Being appreciated 23. VS QS LS NA

24. Dealing with problems 24. VS QS LS NA

25. Isolation from peers 25. VS QS LS NA

26. Opportunities to help 26. VS QS LS NA

27. Autonomy 27. VS QS LS NA

28. Specified procedures 28. VS QS LS NA

29. Fatigue 29. VS QS LS NA

30. Life by the clock 30. VS QS LS NA

31. Fun 31. VS QS LS NA

32. Making important decisions 32. VS QS LS NA

33. Routine 33. VS QS LS NA

34. Representing formal values 34. VS QS LS NA

35. Sense of security 35. VS QS LS NA

36. Being responsible for others 36. VS QS LS NA

APPENDIX D

Appendix D

HUNT'S
PARAGRAPH COMPLETION

Name ______________________________

I. D. # ___________________________

Directions

You are asked to write at least three sentences on each of the topics in this booklet. You should spend no more than three minutes writing on each topic or a total of 15 minues on all five. It might be useful to use a timer or check your watch. Please try to indicate as accurately as possible how you feel about the topic rather than how you think others feel or how you think one should feel. Begin with the first sentence stem. Write for three minutes. Turn the page and write for three minutes on the second topic, and so so. Do not go back over your work. There is no need for editing.

Thank you for your cooperation.

1. What I think about rules...

2. When I am criticized...

3. When someone disagrees with me...

4. When I am told what to do...

5. When I am not sure...

APPENDIX E

Barnes Teacher Observation Instrument   Appendix E

A. Planning and preparation
1. t. allocates time per academics
2. t. posts assignments for day
3. t. posts assignments for week
4. t. provides calendar w/ass'mts

B. Presentation
1. t. gives/seeks rationale for lesson
2. t. presents new info. or content
3. t. refers to previous lesson content
4. t. uses materials
    a. kinds
    b. supply
    c. corrections made
5. t. divides complex tasks into steps
6. t. gives demonstration
7. t. uses concrete examples
8. t. makes comparisons
9. t. points out patterns
10. t. uses ex. related to Ss interests
11. t. gives directions
12. t. relates new activity to previous or future activity

C. Interactions
1. t. asks questions where Ss provide "the" answer (Product ques.)
    a. correct
    b. incorrect
    c. no answer
2. t. asks questions where Ss provide "how" and "why" (Process ques.)
    a. correct
    b. incorrect
    c. no answer
3. t. calls on Ss
    a. non-volunteers
    b. in predetermined pattern
    c. accepts callouts
    d. volunteers - hands up
4. t. waits for Ss to respond to ques.
5. t. explains "how" or "why" the ans. was obtained (process explanation)
6. t. accepts academic comments by Ss during lesson
7. t. accepts content questions during lesson
8. t. accepts procedure questions during lesson
9. t. answers content questions asked by Ss after instruction
10. t. answers procedure questions asked by Ss after direction-giving

D. Practice
1. t. conducts practice over new (or old) material in whole group
2. t. checks Ss responses for correctness
3. t. provides feedback
4. t. moves around classroom
5. t. reminds Ss that they should be working or participating
6. t. reminds Ss that work will be checked

E. Seatwork
1. t. watches class after making ass'mt
2. t. reacts to Ss not complying with assignment
3. t. circulates as Ss work
4. t. scans seatwork as Ss work
5. t. gives individuals assistance
6. t. assigns extra credit work to more able Ss
7. t. assigns work using higher cognitive levels (analysis or above)

F. Holds Ss responsible for ass'mts
1. t. makes daily homework ass'mts.
2. t. tells Ss their work will be checked
3. t. tells Ss they must complete ass'mt
4. t. makes ass'mts using procedure
5. t. has Ss record ass'mts in designated place
6. t. requires Ss to keep notebooks to store assignments
7. t. collects assignments daily
8. t. checks/grades papers
9. t. returns graded work to Ss
10. t. communicates make up work to Ss
11. t. relates Ss work to grades

G. Organizes classroom
1. t. allocates time to teach rules/procedures
2. t. states, posts, or write rules/procedures

H. Presentation of rules/procedures
1. t. provides/seeks a rationale for rules and procedures
2. t. communicates to Ss desired attitude
3. t. communicates to Ss desired behavior
4. t. introduces groups of rules and procedures at different times
5. t. explains rules and procedures in concrete terms
6. t. demonstrates rules & procedures
7. t. breaks complex r&p into steps
8. t. explains cues associated w/r&P
9. t. demonstrates cues
10. t. has Ss practice r&P
11. t. gives feedback on Ss performance
12. t. reteaches r&p
13. t. communicates consequences to Ss

I. Holds Ss responsible for behavior
1. t. observes Ss behavior
2. t. uses r&p for use of materials/areas
3. storing Ss possessions
4. using learning centers
5. Ss use of shared materials, cabinets
6. Ss use of T's desk and area
7. Ss use of drinking fountain/sink
8. Ss use of pencil sharpener
9. Ss use of bathrooms
10. Ss use of out-of-class bathrooms, drinking fountains, office, lib., resource room, health office
11. passing out books and supplies
12. telling Ss which materials to bring to groups
13. playground
14. lunchroom

t. uses r&p for discussion

15. S participation in class disc.
16. talk among Ss during academic presentation
17. talk among Ss during seatwork
18. talk among Ss during freetime

t. uses r&p for movement

19. Ss lining up to leave room
20. Ss coming and going to other areas of school
21. Ss movement into and out of groups
22. Ss leaving seats during academic presentation
23. Ss leaving seats during seatwork
24. Ss leaving seats during free time

t. uses r&p for assignments

25. Ss getting t. attention for help
26. Ss turning work
27. handing back assignments
28. Ss making up work
29. Ss activities after seatwork is finished

t. uses r&p for

30. selecting Ss for helpers
31. using Ss helpers
32. t. uses r&p for Ss conduct during interruptions and delays
33. t. uses r&p for cueing Ss attention

J. Reactions to Ss behavior
1. t. reacts to Ss not following r&p
2. t. reacts to Ss following r&p
3. t. uses consequences for inappropriate behavior
4. t. uses consequences for appropriate behavior
5. t. reacts to undesired attitudes
6. t. reacts to desired attitudes
7. t. uses consequences for undesired attitudes
8. t. uses consequences for desired attitudes

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APPENDIX F

(Selected Examples of TIS Interviews)

Interview Guidelines

Prior to the interview:

1. Make certain you have the following materials for each interview.
    a. tape recorder
    b. cassette tapes, 3 or 4
    c. 2 sets of batteries
    d. electric outlet extension
    e. paper, pencil
    f. interview protocol

2. Check your batteries, volume, etc. immediately before beginning interview.

During the interview:

1. Allow informant adequate time to answer questions. Avoid restating answer. Avoid interruption.

2. For reliability across interviews, try to state the question exactly as it is stated on the protocol form.

3. Make certain you ask questions in the order in which they are stated. (The answer from one question often leads to the next question.)

4. If you are confused about an informant's answer Spradley suggests asking for "use."

    Example question: Have any of your team members observed you or provided you with feedback?

    Answer: Well, Ms. Smith (peer teacher) filled out the report.

    Question: So, if Ms. Smith was going to "fill out a report" today, how might this take place?

Following the interview note the following on a separate sheet of paper:

1. General impression of interview
    - include any unusual circumstances (changing rooms, dead batteries, etc.)
    - include comments regarding informant's answers. (Were they unduly influenced by something you may have said in informed conversation with them?)
    - include any concerns informant has at this time

2. Questions or lines of inquiry we should follow in the future with this individual.

3. Note any impressions regarding context of the workplace.

4. Note any impressions or interactions that appear to be a consequence of our intervention.

New Teacher Interview 1

DIRECTIONS: Read over the interview prior to your meeting with the new teacher. Read each question as stated with as little elaboration as possible. Many of the numbered questions are followed by a list of secondary questions that are intended to probe for further information. If the new teacher answers the first question completely, it will be unnecessary to ask the secondary set of questions.

The following terms will be found in parenthesis throughout this interview. Please use those appropriate to the state in which you are conducting the interview.

Oklahoma	Florida
1. Entry Year Assistance Program	1. Beginning Teacher Program
2. Entry Year Assistance Committee	2. Support Team
3. Teacher Consultant	3. Peer Teacher

Please complete an interview summary sheet following each interview session.

Start

1. Today (or yesterday) was your first day of teaching. How did it go?

   a. What was your impression of the children?

   b. What did you know about the children before they came into your classroom for the first day of school?

   c. How did you become aware of this information?

   d. What was your impression of the school?

   e. What did you like best about today?

   f. Describe any problems that occurred today.

2. How did you plan and prepare for your first day of teaching?

   a. What were your plans for managing student behavior? How did they go? After having experienced the first day would you now change your plans? If so how? If not, why not? (If informant had no plans for behavior management, ask: What do you plan to do when students misbehave?)

   b. What were your plans for academic instruction? How did they go? After having experienced the first day, would you now change your plans? If so, how? If not, why not?

   c. Did you discuss your plans with anyone? If so, who?

   d. Why did you discuss your plans with ____________?

   e. Other than your discussion with ____________, did you turn to anyone for help while planning? If so, who?

   f. Why did you turn to ___________ for help?

   g. How was ____________ helpful?

3. How did your professional training (i.e., your undergraduate training program) prepare you for your first day(s) of teaching? (IB2)

   a. What specific courses proved to be especially helpful?

   b. What parts of student teaching proved to be especially helpful?

   c. What specific skills do you think are needed to make it through the first day(s) of teaching?

4. How did your professional training prepare you for the [Beginning Teacher Program, Entry Year Assistance Program]? (IB7)

5. How did the [Beginning Teacher Program, Entry Year Assistance Program] prepare you for your first day(s) of teaching? (IB2, IB3, IB4)

6. Did you participate in any "teacher-meetings" prior to the opening day of school? If so, how did these meetings prepare you for your first day(s) of teaching? What, other than first day preparation was covered in these meetings?

7. Describe the [Beginning Teacher Program, Entry Year Assistance Program] for new teachers as you understand it. (IA4)

8. What is your role in the [Beginning Teacher Program, Entry Year Assistance Program]? (IA4)

9. What do you see as the overall purpose of the [Beginning Teacher Program, Entry Year Assistance Program]? (IVA9)

10. How has the [Beginning Teacher Program, Entry Year Assistance Program] influenced your first day(s) of teaching? (IIC3)

11. What do you hope to accomplish with your pupils this year? (IIB2)

    a. How did you decide these issues were important?

    b. Why are these issues important?

12. Describe the curriculum for your subject and grade level?

13. How did you become aware of the curriculum?

14. What are the student behavior requirements for your school?

15. How did you become aware of these behavior requirements?

16. Describe the evaluation procedures for first year teachers as you understand them.

    a. Who will evaluate your performance as a first year teacher? (IIC1, IVB1)

    b. How will this evaluation procedure take place? (IVB1, IIC1)

    c. What criteria will be used to evaluate your performance as a first year teacher? (IVB1, IIC1)

17. Of all the activities a teacher performs, what do you think you do best? What would you most like to do well that you have some questions about?

18. Why did you become a teacher?

19. Is there any information you would like to add to this interview?

Thank you for your help.

Peer Teacher, Teacher Consultant Interview 1

DIRECTIONS: Read over the interview prior to your meeting with the teacher. Read each question as stated with as little elaboration as possible. Many of the numbered questions are followed by a list of secondary questions that are intended to probe for further information. If the teacher answers the first question completely, it will be unnecessary to ask the secondary set of questions.

The following terms will be found in parenthesis throughout this interview. Please use those appropriate to the state in which you are conducting the interview.

Oklahoma	Florida
1. Entry Year Assistance Program	1. Beginning Teacher Program
2. Entry Year Assistance Committee	2. Support Team
3. Teacher Consultant	3. Peer Teacher

Please complete an interview summary sheet following each interview session.

1. Describe the [Beginning Teacher Program, Entry Year Assistance Program] as you understand it. (IA4)

2. What is your role in the [Beginning Teacher Program, Entry Year Assistance Program]? (IA4)

3. How are you planning to work with (name of new teacher)?

4. Have you worked as a [Peer Teacher, Teacher Consultant] in the past? If so, how will your work with (name of new teacher) differ from your work with new teachers you have worked with in the past? How will it be similar?

5. What do you see as the overall purpose of the [Beginning Teacher Program, Entry Year Assistance Program]? (IVA9)

6. What do you view as the strengths of the [Beginning Teacher Program, Entry Year Assistance Program]? The weaknesses?

7. Describe your first day of teaching this school year?

    a. What was your impression of the children?

    b. What did you know about the children before they came into your classroom for the first day of school?

    c. How did you become aware of this information?

    d. Tell me about your school.

    e. What did you like best about today?

    f. Describe any problems that occurred today.

8. How did you plan and prepare for your first day of teaching?

a. What were your plans for managing student behavior? How did they go? Looking back on your first day of teaching would you now change your plans? If so, how? If not, why not? (If informant had no plans for behavior management, ask: What do you plan to do when students misbehave?)

b. What were your plans for academic instruction? How did they go? Looking back on your first day, would you now change your plans? Is so, how? If not, why not?

c. Did you discuss your plans with anyone? If so, who?

d. Why did you discuss your plans with ______________?

e. Other than your discussion with __________, did you turn to anyone for help while planning your first day of teaching? If so, who?

f. Why did you turn to ___________ for help?

g. How was ___________ helpful?

9. How did your professional training (i.e., your undergraduate training program) prepare you for your first year of teaching? (B2)

a. What specific courses proved especially helpful?

b What specific skills were needed to make it through the first day(s) of teaching?

10. Describe the training you received to prepare you for your role in the [Beginning Teacher Program, Entry Year Assistance Program]. (IB7)

11. How did the [Beginning Teacher Program, Entry Year Assistance Program] prepare (name of new teacher) for his/her first [days, weeks] of teaching? (IB2, IB3, IB4)

12. When you were a new teacher did you participate in any "teacher-meetings" prior to the opening day of school? If so, how did these meetings prepare you for your first day(s) of teaching?

13. How has the [Beginning Teacher Program, Entry Year Assistance Program] influenced your work as a teacher? (IIC3) (Probe for influence on classroom practice and on "teacher as professional" such as collegiality, administration duties, time management, peer supervision, etc.)

14. What do you hope to accomplish with your pupils this year? (IIB2)

    a. How did you decide these issues were important?

    b. Why are these issues important?

15. Describe the curriculum for your subject and grade level?

16. How did you become aware of the curriculum?

17. What are the student behavior requirements for your school?

18. How did you become aware of these behavior requirements?

19. Describe the evaluation procedures for [Peer Teachers, Teacher Consultants] as you understand them.

    a. Who will evaluate your performance as a [Peer Teacher, Teacher Consultant]? (IIC1, IIVB1)

    b. How will this evaluation procedure take place? (IVB1, IIC1)

    c. What criteria will be used to evaluate your performance as a [Peer Teacher, Teacher Consults]? (IVB1, IIC1)

20. Of all the activities a teacher performs, what do you do best? What teacher related activities do you still have questions about?

21. Why did you become a [Peer Teacher, Teacher Consultant]?

22. What are your expectations for (name of new teacher) as a result of his/her participation in the [Beginning Teacher Program, Entry Year Assistance Program]?

23. What do you expect to gain from participating as a [Peer Teacher, Teacher Consultant]? Why?

24. Why did you become a teacher?

25. Is there any information you would like to add to this interview?

Thank you for your help.

School Administrator Interview 1

DIRECTIONS: Read over the interview prior to your meeting with the administrator. Read each question as stated with as little elaboration as possible. Many of the numbered questions are followed by a list of secondary questions that are intended to probe for further information. If the participant answers the first question completely, it will be unnecessary to ask the secondary set of questions.

The following terms will be found in parenthesis throughout this interview. Please use those appropriate to the state in which you are conducting the interview.

Oklahoma	Florida
1. Entry Year Assistance Program	1. Beginning Teacher Program
2. Entry Year Assistance Committee	2. Support Team
3. Teacher Consultant	3. Peer Teacher

Please complete an interview summary sheet following each interview session.

1. Describe the [Beginning Teacher Program, Entry Year Assistance Program] as you understand it. (IA4)

   a. What is your role in the [Beginning Teacher Program, Entry Year Assistance Program]? (IA4)

   b. How are you planning to work with (name of new teacher(s) participating in study)?

   c. What do you hope to accomplish as a result of participating in this program?

d. What do you see as the overall purpose of the [Beginning Teacher Program, Entry Year Assistance Program]? (IVA9)

2. Have you worked in the [Beginning Teacher Program, Entry Year Assistance Program] in the past?

3. Describe the training you received to prepare you for your role in the [Beginning Teacher Program, Entry Year Assistance Program].

4. How has the [Beginning Teacher Program, Entry Year Assistance Program] prepared (name of new teacher(s) participating in study) for (their, his/her) first few (days, weeks) of teaching?

5. Does professional training (i.e., university coursework) prepare new teachers for their first year in the classroom? If so, how? (Try and solicit specific information ... specific courses that are helpful ... specific skills needed to make it through the first year of teaching.) (IB2)

6. Do first year teachers experience things that their undergraduate program did not prepare them for? If so, what? Should current teacher preparation programs be different in any way? If so, how? (Probe for

specific course suggestions and/or specific skills needed for first year teaching.) (IB3, IB4)

7. Do preservice programs (i.e., university coursework) prepare new teachers for the [Beginning Teacher Program, Entry Year Assistance Program]? If so, how? Do you think preservice programs should prepare new teachers for the teacher induction program? If so, how? If not, why not? (IB7)

8. How has the [Beginning Teacher Program, Entry Year Assistance Program] influenced your work as an administrator? (IIC3) (Probe for influence on collegiality, administrative duties, time management, peer supervision, etc.)

9. What do you hope your teachers in your school will accomplish with the pupils this year? (IIB2)

   a. How did you decide these issues were important?

   b. Why are these issues important?

10. How do new teachers become aware of the required curriculum for their subject grade level?

11. What are the student behavior requirements for your school?

12. How do new teachers become aware of these behavior requirements?

13. Why did you decide to participate in the [Beginning Teacher Program, Entry Year Assistance Program]?

14. What are your expectations for (name(s) of new teacher(s) participating in study) as a result of his/her participation in the [Beginning Teacher Program, Entry Year Assistance Program]?

15. What do you expect to gain from participating in the [Beginning Teacher Program, Entry Year Assistance Program]? Why?

16. What does your school hope to accomplish through the teacher induction program? (If not mentioned ask) Are academic gains part of the goals of the [Beginning Teacher Program, Entry Year Assistance Program]? If so, how? (IIIC3), IVC1, 2, 3)

17. Do you plan to evaluate the success/failure of the induction program this year? If so, how? Will evaluation data be collected at the

teacher level? If so, what kinds of data? At the school level? If so, what? At the district level? If so, what? At the state level? If so, what? (IIIC6, IIIC7, IVC4)

18. Why did you enter into education as a profession?

19. Is there any information you would like to add to this interview?

Thank you for your help.

District Level Participant Interview 1

DIRECTIONS: Read over the interview prior to your meeting with the participant. Read each question as stated with as little elaboration as possible. Many of the numbered questions are followed by a list of secondary questions that are intended to probe for further information. If the participant answers the first question completely, it will be unnecessary to ask the secondary set of questions.

The following terms will be found in parenthesis throughout this interview. Please use those appropriate to the state in which you are conducting the interview.

Oklahoma	Florida
1. Entry Year Assistance Program	1. Beginning Teacher Program
2. Entry Year Assistance Committee	2. Support Team
3. Teacher Consultant	3. Peer Teacher

Please complete an interview summary sheet following each interview session.

1. Describe the [Beginning Teacher Program, Entry Year Assistance Program] as you understand it. (IA4)

   a. What is your role in the [Beginning Teacher Program, Entry Year Assistance Program]? (IA4)

   b. How are you planning to work with (name(s) of new teacher(s) in your district)?

   c. What do you hope to accomplish as a result of participating in this program?

   d. What do you see as the overall purpose of the [Beginning Teacher

Program, Entry Year Assistance Program]? (IVA9)

2. Have you worked in the [Beginning Teacher Program, Entry Year Assistance Program] in the past?

3. Describe the training you received to prepare you for your role in the [Beginning Teacher Program, Entry Year Assistance Program].

4. How has the [Beginning Teacher Program, Entry Year Assistance Program] prepared new teachers for their first few (days, weeks) of teaching?

5. Certain assumptions about good teaching are embedded in the state mandated teacher induction program. For example, new teachers are expected to achieve certain competencies by the end of the year. Are the state's conceptions of good teaching consistent or in conflict with your own views? Can you point out any specific areas of disagreement? (IA2, IA3)

6. If there is a conflict ask the following: Do you see this conflict in beliefs about good teaching affecting the way you carry out your job as an (administrator, supervisor)? (IA3)

7. Does professional training (i.e., university coursework) prepare new teachers for their first year in the classroom? If so, how? (Try and solicit specific information ... specific courses that are helpful ... specific skills needed to make it through the first year of teaching.) (IB2)

8. Do first year teachers experience things that their undergraduate program did not prepare them for? If so, what? Should current teacher preparation programs be different in any way? If so, how? (Probe for specific course suggestions, specific skills needed for first year teacher.) (IB3, IB4)

9. Do preservice programs (i.e., university coursework) prepare new teachers for the [Beginning Teacher Program, Entry Year Assistance Program]? If so, how? If not, do you think preservice programs should prepare new teachers for the [Beginning Teacher Program, Entry Year Assistance Program]? If so, how? If not, why not? (IB7)

10. How has the [Beginning Teacher Program, Entry Year Assistance Program] influenced your work as an administrator? (IIC3) (Probe for influence on collegiality, administration duties, time management, peer supervision, etc.)

11. How do new teachers become aware of the required curriculum for their subject grade level?

12. How are requirements for student behavior established in your district?

13. How do new teachers become aware of these behavior requirements?

14. What are your expectations for teachers who participate in the [Beginning Teacher Program, Entry Year Assistance Program]?

15. What will happen to those new teachers who receive poor evaluations in the [Beginning Teacher Program, Entry Year Assistance Program]?

16. Who is responsible for the [Beginning Teacher Program, Entry Year Assistance Program] in your district? (IIIB2)

17. What does your district hope to accomplish through the teacher induction program? (If not mentioned ask) Are student academic gains part of the goals of the [Beginning Teacher Program, Entry Year Assistance Program]? If so, how? (IIIC3), IVC1, 2, 3)

18. Do you plan to evaluate the success/failure of the [Beginning Teacher Program, Entry Year Assistance Program] this year? If so, how? Will evaluation data be collected at the teacher level? If so, what kinds of data? At the school level? If so, what? At the district level? If so, what? At the state level? If so, what? (IIIC6, IIIC7, IVC4)

19. Why did you enter into education as a profession?

20. Is there any information you would like to add to this interview?

Thank you for your help.

Principal Interview 1

DIRECTIONS: Read over the interview prior to your meeting with the principal. Read each question as stated with as little elaboration as possible. Many of the numbered questions are followed by a list of secondary questions that are intended to probe for further information. If the participant answers the first question completely, it will be unnecessary to ask the secondary set of questions.

The following terms will be found in parenthesis throughout this interview. Please use those appropriate to the state in which you are conducting the interview.

Oklahoma	Florida
1. Entry Year Assistance Program	1. Beginning Teacher Program
2. Entry Year Assistance Committee	2. Support Team
3. Teacher Consultant	3. Peer Teacher

Please complete an interview summary sheet following each interview session.

1. Describe the [Beginning Teacher Program, Entry Year Assistance Program] as you understand it. (IA4)

   a. What is your role in the [Beginning Teacher Program, Entry Year Assistance Program]?" (IA4)

   b. How are you planning to work with (name of new teacher)?

   c. What do you hope to accomplish as a result of participating in this program?

   d. What do you see as the overall purpose of the [Beginning Teacher Program, Entry Year Assistance Program]? (IVA9)

2. Have you worked in the [Beginning Teacher Program, Entry Year Assistance Program] in the past?

3. Describe the training you received to prepare you for your role in the [Beginning Teacher Program, Entry Year Assistance Program].

4. How has the [Beginning Teacher Program, Entry Year Assistance Program] prepared (name(s) of new teacher(s) participating in TIS) for (their, his/her) first few (days, weeks) of teaching?

5. Does professional training (i.e., university coursework) prepare new teachers for their first year in the classroom? If so, how? (Try and solicit specific information ... specific courses that are helpful ... specific skills needed to make it through the first year of teaching.) (IB2)

6. Do first year teachers experience things that their undergraduate program did not prepare them for? If so, what? Should current teacher preparation programs be different in any way? If so, how? (Probe for specific course suggestions, specific skills needed for first year teaching, etc.)

7. Do preservice programs (i.e., university coursework) prepare new teachers for the [Beginning Teacher Program, Entry Year Assistance Program]? If so, how? If not, do you think preservice programs should prepare new teachers for the teacher induction program? If so, how? If not, why not? (IB7)

8. How has the [Beginning Teacher Program, Entry Year Assistance Program] influenced your work as an administrator? (IIC3) (Probe for influence on collegiality, administrative duties, time management, peer supervision, etc.)

9. What do you hope teachers in your school will accomplish with the pupils this year? (IIB2)

   a. How did you decide these issues were important?

   b. Why are these issues important?

10. How do new teachers become aware of the required curriculum for their subject grade level?

11. What are the student behavior requirements for your school?

12. How do new teachers become aware of these behavior requirements?

13. (If appropriate) Why did you decide to participate in the [Beginning Teacher Program, Entry Year Assistance Program]?

14. What are your expectations for (name(s) of new teacher(s) participating in TIS) as a result of his/her participation in the [Beginning Teacher Program, Entry Year Assistance Program]?

15. (If appropriate) What do you expect to gain from participating in the [Beginning Teacher Program, Entry Year Assistance Program]? Why?

16. Who is responsible for the [Beginning Teacher Program, Entry Year Assistance Program] at your school? In your district? (IIIB2)

17. What does your school hope to accomplish through the teacher induction program? (If not mentioned ask) Are student academic gains part of the goals of the [Beginning Teacher Program, Entry Year Assistance Program]? If so, how? (IIIC3), IVC1, 2, 3)

18. Do you plan to evaluate the success/failure of the induction program this year? If so, how? Will evaluation data be collected at the teacher level? If so, what kinds of data? At the school level? If so, what? At the district level? If so, what? At the state level? If so, what? (IIIC6, IIIC7, IVC4)

19. Why did you enter education as a profession?

20. Is there any information you would like to add to this interview?

Thank you for your help.

Professional Educator Interview 1

DIRECTIONS: Read over the interview prior to your meeting with the participant. Read each question as stated with as little elaboration as possible. Many of the numbered questions are followed by a list of secondary questions that are intended to probe for further information. If the participant answers the first question completely, it will be unnecessary to ask the secondary set of questions.

The following terms will be found in parenthesis throughout this interview. Please use those appropriate to the state in which you are conducting the interview.

Oklahoma	Florida
1. Entry Year Assistance Program	1. Beginning Teacher Program
2. Entry Year Assistance Committee	2. Support Team
3. Teacher Consultant	3. Peer Teacher

Please complete an interview summary sheet following each interview session.

1. Describe the [Beginning Teacher Program, Entry Year Assistance Program] as you understand it. (IA4)

   a. What is your role in the [Beginning Teacher Program, Entry Year Assistance Program]?" (IA4)

   b. How are you planning to work with (name of new teacher)?

   c. What do you hope to accomplish as a result of participating in this program?

   d. What do you see as the overall purpose of the [Beginning Teacher Program, Entry Year Assistance Program]? (IVA9)

2. Have you worked in the [Beginning Teacher Program, Entry Year Assistance Program] in the past? If so, how?

3. Describe the training you received to prepare you for your role in the [Beginning Teacher Program, Entry Year Assistance Program].

4. How has the [Beginning Teacher Program, Entry Year Assistance Program] prepared (name of new teacher) for his/her first few (days, weeks) of teaching?

5. Does professional training (i.e., university coursework) prepare new teachers for their first year in the classroom? If so, how? (Try and solicit specific information ... specific courses that are helpful ... specific skills needed to make it through the first year of teaching.) (IB2)

6. Do first year teachers experience things that their undergraduate program does not prepare them for? If so, what? Should current teacher preparation programs be different in any way? If so, how? (Probe for specific course suggestions, specific skills needed for first year teacher.) (IB3, IB4)

7. Do preservice programs (i.e., university coursework) prepare new teachers for the [Beginning Teacher Program, Entry Year Assistance Program]? If so, how? If not, do you think preservice programs should prepare new teachers for the teacher induction program? If so, how? If not, why not? (IB7)

8. How has the [Beginning Teacher Program, Entry Year Assistance Program] influenced your work as an educator? (IIC3) (Probe for influence on collegiality, university duties, time management, teaching, supervision, etc.)

9. Why did you decide to participate in the [Beginning Teacher Program, Entry Year Assistance Program]?

10. What are your expectations for (name of new teacher) as a result of his/her participation in the [Beginning Teacher Program, Entry Year Assistance Program]?

11. What do you expect to gain from participating in the [Beginning Teacher Program, Entry Year Assistance Program]? Why?